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MANUAL OF GUIDANCE ACTIVITIES FOR THE SEVENTH
GRADE CORE PROGRAM OF RIALTO JUNIOR HIGH
SCHOOL, RIALTO, CALIFORNIA

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CHAPTER I

INTRODUCTION

The identification of pupil problems is a preliminary step to a thorough understanding of pupil needs. If teachers are to contribute to an education based upon the needs of the individual and the demands placed upon him by the society in which he lives, it must be necessary for them to know the significant factors of his various environments and the nature and sources of his various problems.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine the guidance needs of the seventh grade pupils of Rialto Junior High School through the use of the Mooney Problem Check List, Junior High School Form, (2) to determine the problems which teachers of seventh grade Social Living judged to be those of seventh grade pupils attending Rialto Junior High School, and (3) to develop a manual of guidance-oriented activities to be used by the teachers of seventh grade Social Living, based on data obtained.

Importance of the study. At the time of this study there was not an established guidance program in the core

curriculum of seventh grade Social Living. The Social Living course consisted of three periods, each fifty minutes in length. It was to include Guidance, Reading, Social Studies, and English.

The writer recognized a need for an established guidance program after having been a teacher of Social Living in this school for the past two years. During these two years the teachers of this core program determined their responsibilities relating to guidance by noting the areas in the student handbook which they felt needed to be reviewed with their pupils, by teaching problem areas as they occurred or were brought forth by students in the classroom, and by periodic use of two guidance texts of the National Forum Guidance Series, About Growing Up and Our School Life available in most of the seventh grade Social Living classrooms.

Setting of the study. Rialto Junior High School is one of two junior high schools located in Rialto, California. This city of slightly over twenty-two thousand residents is located approximately sixty miles east of Los Angeles. There are relatively few industries located within the city and the majority of residents commute to work in other cities, primarily Fontana, Riverside, and San Bernardino. Rialto Junior High School is located near the center of the

city and close to the business district. This is the older part of the city and has a lower socio-economic group living in this area than that portion served by the new junior high school in the northern part of the city. Slightly less than 10 per cent of the students attending Rialto Junior High School are of Mexican-American descent.

The total enrollment for the school at the time of the study was 1,258. This enrollment included 418 seventh grade students, 431 eighth grade students, and 409 ninth grade pupils. There were two half-time counselors and one full-time counselor, whose duties included that of being attendance counselor.

The number of full-time teachers during the 1964-65 school year numbered fifty-two, including the three counselors. The administrative staff included the principal, Dean of Boys, and Dean of Girls.

II. PROCEDURES USED IN THE STUDY

In completing this study, the writer used the following procedures:

1. A review was made of periodicals, books, and theses related to adolescent problems and guidance in the core curriculum.
2. Shortly after the beginning of the 1964-65 school year, the principal of Rialto Junior High School

called a meeting for the counselors and for the teachers of seventh grade Social Living to discuss ideas relating to the proposed study. It was generally agreed upon that the need for the study was apparent and that the administration of the Mooney Problem Check List was a sound basis for determining what areas might better be taught to increase the effectiveness of guidance in the seventh grade Social Living courses. The principal of Rialto Junior High School and the assistant superintendent in charge of curriculum of the Rialto Unified School District approved the administration of the check lists to the seventh grade students.

3. In October another meeting was called to ascertain what methods and procedures were being used to foster guidance. Teachers voiced ideas relating to the program and agreed to meet monthly to help establish more meaningful guidance functions.
4. The Mooney Problem Check List, Junior High School Form, hereafter referred to as MPCL, was administered in November, 1964, to 397 seventh grade students (184 girls and 213 boys) attending Rialto Junior High School. Twenty-one pupils absent during the two days the check lists were adminis-

tered were not involved in the study. The check lists were administered by the writer during the Social Living class periods. Directions were reviewed orally with each group and the students were informed that the individual results would be available only to the seventh grade counselor. The students were asked to identify themselves only as boy or girl. The school, date, and examiner's name were not completed. A small tag was attached to each check list bearing the same number as the check list. The students were asked to sign the tag for the purpose of identification by their counselor. These tags were collected and given to the seventh grade counselor. All students were given the opportunity to complete the check lists in one class period of fifty minutes. No student required or requested more time to complete the check list.

5. The check lists were administered to the teachers of seventh grade Social Living during the same time they were being administered to the pupils. The teachers were given instructions for completing their individual check list at a prior meeting. The teachers' check lists were not numbered. Instead, they were marked with a red "T." Teachers

were informed that they need not complete other information.

6. Results of the MPCL were presented to the group after their administration. The monthly meetings which followed were centered upon selecting goals, methods, procedures, and activities to improve the guidance program in seventh grade Social Living based on the needs indicated by the results of the MPCL.

III. LIMITATIONS OF THE STUDY

1. The study was limited to the seventh grade pupils attending Rialto Junior High School during the school year 1964-1965.
2. The study was limited to the teachers of seventh grade Social Living in Rialto Junior High School.
3. The MPCL determines only those problems the pupils are cognizant of and wish to disclose. It does not tell the seriousness of the problems, only the number of students with the problem.
4. The subjects involved in the study may not be representative of any group except the seventh grade students at Rialto Junior High School.

CHAPTER II

REVIEW OF THE LITERATURE

In order to more carefully analyze the literature related to this project, this review was divided into two categories: (1) Problems of Adolescents and (2) Guidance in the Core Curriculum.

I. PROBLEMS OF ADOLESCENTS

Kettelkamp related the importance of the recognition of pupil problems and of taking advantage of all opportunities to integrate guidance into teaching procedures. He stated:

But the teacher cannot offer guidance at such times unless he is alert to the problems which his pupils face day to day. He has to understand that their problems are his problems. The chances of obtaining favorable results are generally good if teacher and pupils work together on problems of this kind.¹

Since every pupil in school is a potential candidate for guidance and counseling, the areas in which such assistance is called for are many. Routine problems, such as the selection of subjects, become rather commonplace when compared to the other difficulties on which pupils seek aid. In addition to the problem of an educational and vocational

¹Gilbert C. Kettelkamp, Teaching Adolescents (Boston: D. C. Heath and Company, 1954), p. 327.

nature, the school also receives requests for help on many other matters. Some of these, for example, may involve problems of health and recreation. Although such problems may appear rather general in nature, they frequently are of considerable concern to the individual pupil. Any attempt to classify guidance topics according to a system becomes a complicated process. Many of them are so complex and unique as to practically defy specific classifications. Yet there are certain types of questions which pupils ask more often than others.¹

Kettelkamp also recognized personal problems among students when he stated:

In most types of guidance work there are always some problems that demand individual attention. These are sometimes of an intimate nature. They may deal with such things as course failure, family indiscretions or boy-girl relationships. To discuss them before a group is unjust to the individual concerned as well as to the rest of the group members.

The pupil with whom the teacher is discussing a personal problem knows that the problem does not always appear important to an adult. Yet to him it may be very important, and he wants to believe that it deserves the serious and courteous attention of the teacher. In order to understand this viewpoint the teacher may have to imagine himself as being in the pupil's position. The adult who finds himself unable to do this can seldom become a sympathetic counselor and guide to young people.²

That the best guidance program in any school cannot

¹Ibid., pp. 330-331.

²Ibid., p. 335.

be expected to solve all student problems is revealed by Jones. Guidance aims to develop individuals so that they will be able to solve their own problems as far as this is possible. But even the best efforts of the school will not result in the entire elimination of problem cases. There will always be some occasions when every student will need special assistance, and it is probable that some students will need help practically always. Special facilities must be provided for meeting these needs.¹

Chisholm believed the primary purpose in guidance to be aiding students to solve their own particular problems. This may be considered an immediate aim in that it deals with those conflicts that are actually present. The term "problem" need not presume a negative approach in guidance that lingers until problems become more apparent, but includes guidance in planning a program in harmony with the individual's needs. Thus, an individual will encounter frustrations unless precautions are taken to avoid those circumstances which are responsible.²

If the type of guidance given the pupil in meeting and solving his present problem is adequate, each experience

¹Arthur J. Jones, Principles of Guidance (New York: McGraw-Hill Book Co., Inc., 1945), p. 75.

²L. Chisholm, Guiding Youth in the Secondary School (New York: American Book Company, 1945), p. 7.

of that kind will serve as a lesson on helping him become better able to meet and solve his future problems in a more effective way. Through a number of such experiences, he should finally reach the point where he can direct his own life in an effective manner. Maximum progress can be made along this line if guidance workers consciously plan each contact of the pupil with guidance so that it becomes a well-planned lesson in the development of self-guidance.¹

Studies of adolescent problems show that the situations and causes cover practically every phase of the life of an individual, from those that affect his relations with other people in a social and economic way to those that are primarily concerned with his own well-being and development.

The writer reviewed research data of studies that determined problem areas of adolescents. Summaries of these studies are given to indicate the significant factors obtained.

Angell administered the MPCL to the ninth grade pupils of the Fairfield Community Schools, Fairfield, Iowa, in 1963. This study indicated (1) that the areas of most concern to these students were: Adjustment to School Work, Personal-Psychological Relations, Social and Recreational Activities, and Social-Psychological Relations, respectively;

¹Ibid., p. 9.

(2) that the areas of least concern were: Health and Physical Development, Home and Family, The Future: Vocational and Educational, and the Curriculum and Teaching Procedure.¹

In a similar study Morrow administered the MPCL to ninth grade pupils of the Atlantic High School, Atlantic, Iowa, in 1947. This study found (1) that the areas of most concern to the ninth grade boys were: Finances, Living Conditions, and Employment, Social and Recreational Activities, Morals and Religion, and Curriculum and Teaching Procedure; (2) that the areas of most concern to the ninth grade girls were: Courtship, Sex, and Marriage and Social-Psychological Relations.²

Remmers and Spencer, in a survey of youth problems, related that most teen-agers are preoccupied with problems of self. And, according to their study, as many as 10 per cent of all students may have serious personality difficulties and are unable to make good life adjustments. Two

¹Arlene Killion Angell, "A Proposed Orientation, Personal-Social Adjustment, and Occupational Information Program for Ninth Grade, Fairfield Community Schools" (unpublished Master's thesis, Drake University, Des Moines, 1963), p. 79.

²Warren R. Morrow, "A Study of the Adjustment Problems of Ninth Grade Students in the Atlantic, Iowa High School" (unpublished Master's thesis, Drake University, Des Moines, 1949), p. 140.

other significant areas which troubled teen-agers greatly were "getting along with others" and "home-parent relationship categories."¹

In 1935, Symonds submitted a list of fifteen areas of human concern to high school students in New York City and in Tulsa, Oklahoma. The items as well as the words in which they were expressed were taken from interviews with young people. The following checklist was presented:

1. Health--eating, drinking, exercise, posture, sleep and rest, air and temperature, sunlight, clothing, bathing, care of special parts, cleanliness and prevention of disease, excretion and elimination, use of drugs.
2. Sex adjustments--love, petting, courtship, marriage.
3. Safety--avoiding accidents, and injuries.
4. Money--earning, spending, and saving.
5. Mental hygiene--fears, worries, inhibitions, compulsions, feelings of inferiority, fantasies.
6. Study habits--skills used in study, methods of work, problem-solving.
7. Recreation--sports and games, reading, arts and crafts, fellowship and social activities, hobbies.
8. Personal and moral qualities--qualities leading to success, qualities of good citizenship.
9. Home and family relationships--living harmoniously with members of the family.
10. Manners and courtesy--etiquette.
11. Personal attractiveness--personal appearance, voice, clothing.
12. Daily schedule--planning twenty-four hours in a day.
13. Civic interests, attitudes, and responsibilities.
14. Getting along with other people.
15. Philosophy of life--personal values, ambitions, ideals, religion.²

¹H. H. Remmers and Lyle M. Spencer, "All Young People Have Problems," National Education Journal, XXXIX (March, 1950), 182-183.

²Percival M. Symonds, "Live Problems and Interests of

In 1957, Symonds submitted this same list of fifteen areas, with the same instructions, to twelve hundred Minnesota youth. This group consisted of one hundred boys and one hundred girls in each grade, seven through twelve.

Symonds reported no socio-economic data for the young people he worked with. Therefore, a matching of samples on this variable could not be attempted. Cultural differences associated with time were one set of influences that affected the responses of the students. Cultural differences associated with geography may have also influenced the results. Items in each area were ranked according to the number of responses given by the subjects. Money was rated high as a problem in both periods; it had first place in 1935 and second in 1957. Physical health was much less of a problem among students in the 1957 study; they gave the item rank 12.5, while students in 1935 ranked it second. But mental hygiene rose to a higher rank on the list, from eleventh to 5.5. Recreation dropped from tenth place to the bottom of the list. Daily schedule and civic interests, attitudes, and responsibilities rose appreciably. Study habits, seen as a serious problem in 1935, had an even more prominent position in 1957. In 1935, study habits ranked fourth; in

Adolescents," The School Review, XXXIV (September, 1936), 507.

1957, first.¹

These shifts in concerns, as the author has pointed out, correspond to the general social scene. During the postwar years, our culture has had much to say about sex, love, and marriage problems; young people are now marrying younger; they are more interested in love and marriage. The decline in concern over manners comes at a time of general decline in formality in behavior in our society; the students' responses may reflect this decline.²

While young people see physical health as less of a problem, they are concerned with mental health, a subject that is now discussed far more than in 1935. Finally, study habits, listed as number one by the 1957 students, have been regarded as a growing problem by a vocal minority of adults who are dissatisfied with students' school achievements.³

Bond presented a list of problem areas based upon a large number of studies that reported results from some ten thousand students in high school. These studies found (1) that the greatest problem areas were: Problems of School and Study, Problems of Personality, Problems of Social Status, and Problems of Sex and Heterosexual Rela-

¹Ibid., pp. 508-509.

²Ibid., p. 511.

³Dale B. Harris, "Life Problems and Interests of Adolescents in 1935 and 1957," The School Review, LXVII (Autumn, 1959), 335-343.

tionships; (2) that the areas of least concern were: Problems of Home and Family, Problems of Health and Growth, Problems of Choosing a Vocation, and Problems of Religion and Morals.¹

Fleege summarized his statements on the problems of adolescent boys by rating the problem areas in terms of their importance to the subjects. The study determined and attempted to form a statistical rating of the major problems. Purity was found to be the prime problem of the adolescent boys. Evidence of the seriousness of this problem in the boys' minds was found in the fact more boys commented on this subject than any other single problem. The second major area concerned the matter of vocation. Anxiety was increased due to parental pressure. Ranking third was the area of not being understood by older people. Lack of social opportunities resulting in conflicts with parents ranked next. Many conflicts arose in the home relating to social liberties. Students labeled this area fourth in relative importance. Problems of finance were present in over one-half of the boys in the study, this being not only his own problem but that of his family. He naturally has affections for his family and dislikes their

¹J. A. Bond, "Analysis of Factors Adversely Affecting Scholarship of High School Pupils," Journal of Educational Research, XLVI (September, 1952), 1-15.

financial burdens. School problems were categorized as a sixth major area. Grades and difficulties relating to studies are the greatest sources of anxiety in this area. Other topics considered to be quite troublesome were girl-friend difficulties, lack of self-confidence, moodiness, and feelings of awkwardness.¹

Fleege emphasized that information on problems of normal adolescents was lacking. He stated that there was a lack of dependable data relating to adolescent problems because much of the material has either stressed the adult's view of what the adolescent problems were thought to be or has centered attention on the eccentric individual in an effort to explain undesirable behavior. Although many generalities relating to high school adolescents have been presented, they seldom present those data from the viewpoint of the adolescent. He was of the opinion that a significant step in the planning of an over-all guidance program is the awareness of the reaction among adolescents in attempting to meet their needs.²

II. GUIDANCE IN THE CORE CURRICULUM

Core courses are organized around areas based upon

¹Urban H. Fleege, Self-Revelation of the Adolescent Boy (Milwaukee: Bruce Publishing Company, 1945), pp. 359-361.

²Ibid., pp. 3-4.

the needs common to the students which are to take part in the program. Activities and materials which are significant to these areas are organized regardless of subject matter boundaries.

In relation to this, Jones stated:

Basically the core curriculum is that part of the total educational program of the school that represents the needs of all the pupils regardless of their abilities, future plans, or vocational interests. In most schools this consists of certain subjects, such as English, social studies, etc., that are required of all pupils. As it is understood and developed in many schools, the core curriculum goes beyond this point and attempts to organize the school activities which represent these basic needs, not indirectly through the usual course material in English, mathematics, social studies, etc., but directly. Fundamental areas of activities and interests of life are selected which are intended to represent the entire scope of common human activities, and these are organized in sequences throughout the school years. The number and character of these groups or areas vary with different plans.¹

Douglass and Gruhn pointed to several advantages of integrating guidance into the core curriculum. They stated:

By having pupils remain with one teacher for more than one class period daily, there is a better opportunity to provide adequate guidance. In some schools, the home room is combined with certain classes that form part of the core curriculum. Where that is done, the home room ceases to stand apart from the program of the school, and instead may become well integrated with it. When the home room is combined with core classes, guidance may be carried through activities that are ordinarily considered to be English or social studies. In other words, the usual subject areas provide splendid opportunities for guidance. In this way, the core curriculum may greatly improve the guidance activities

¹Jones, op. cit., pp. 491-492.

function effectively in a democratic society are achieved; by the very nature of its purpose the assumption would appear to be that the development of special interests and vocational competencies, which is beyond its limited function, is the responsibility of the rest of the school curriculum.¹

The integration of guidance into the core curriculum was encouraged by Douglass. Those facets which he contended to be most advantageous included: (1) the freedom from restrictions necessitated through a definite curriculum pattern, (2) the longer period of time, (3) the informality of the pupil-teacher relations, and (4) the advantage of a single teacher for the same group of pupils. Because of these advantages, guidance is interwoven into regular classroom work. He described the classroom as a "social laboratory" in which planning and study are the primary functions.²

Stratemeyer, Forkner, McKim and Passow were also very much in favor of an organizational plan which incorporates the guidance functions into a program, such as the core curriculum. They stated that the teacher best equipped

¹Ibid., p. 74.

²Harl R. Douglass, The High School Curriculum (New York: The Ronald Press Company, 1947), pp. 411-412.

to be responsible for a group of pupils is the teacher of a core program. The opportunities to meet individual needs are increased because this teacher knows the individual members of the class through working with them in longer periods of time. This enables the resourceful teacher to provide learning activities not possible under ordinary classroom procedures. Thus, flexibility and insight into pupil understanding are more possible under a core program.¹

Wright expressed the theme for this entire chapter on related literature. He stated:

The material [for the core curriculum] may be selected upon the basis of what members of a department think is the most essential for the average person to know, or it may be checked against the needs--present and future--of the pupils and only those items included that throw light upon already known problems.²

The review of literature has indicated that the relationship of learning experiences to pupil needs can be more easily implemented when lines of demarcation between certain subject matter areas are erased and when larger time allotments permit more effective use of available resources. This is especially true when the teacher feels secure enough to depart from the subject matter content typically covered

¹Florence B. Stratemeyer and others, Developing a Curriculum for Modern Living (New York: Bureau of Publications, Teachers College, Columbia University, 1957), p. 439.

²G. S. Wright, "Core Curriculum: Why and What," School Life, XXXIV (December, 1951), 71.

in the course for which the core is substituted and develop with the pupils a course which is more genuinely problem centered. Guidance and teaching are then more effectively integrated.

CHAPTER III

PRESENTATION AND DISCUSSION OF FINDINGS

As revealed in Table I, the girls, boys, and teachers ranked School, Self-Centered Concerns, and Relations to People in General as those problem areas of most concern. A random difference in order is observed in the other areas.

The 397 students involved in the study made a total of 10,912 responses, of which the 213 boys accounted for 6,364. This is a percentage of 58.3 of all responses made by both sexes. Boys made up only 53.7 per cent of the total number of students. In each problem area, boys made more than 53.7 per cent of the responses. It is significant that boys realized a much greater number of problems relating to school than any other area.

The 184 girls involved in the study accounted for 4,548 responses, or 46.3 per cent of the total. The girls were responsible for 41.7 per cent of the total number of responses.

The area of Health and Physical Development contained items that received a total of 1,220 responses by the students. Reference to Table II, page 24, shows that the item picked most frequently in this area was "Not good-looking." This item was marked by 18.3 per cent of the boys and by 21.2 per cent of the girls. This item was the most signifi-

TABLE I

MPCL PROBLEM AREAS RANKED ACCORDING TO FREQUENCY OF RESPONSE
BY THE SEVENTH GRADE PUPILS AND TEACHERS OF SOCIAL
LIVING AT RIALTO JUNIOR HIGH SCHOOL

Rank Order	Girls	Number of Responses	Boys	Number of Responses	Teachers	Number of Responses
1st	School	875	School	1,369	School	70
2nd	Self- Centered Concerns	821	Self- Centered Concerns	1,076	Self- Centered Concerns	50
3rd	Relations to People in General	671	Relations to People in General	889	Relations to People in General	43
4th	Home and Family	590	Money, Work, the Future	878	Boy and Girl Relations	38
5th	Boy and Girl Relations	553	Boy and Girl Relations	764	Home and Family	35
6th	Health and Physical Development	538	Home and Family	706	Health and Physical Development	25
7th	Money, Work, the Future	500	Health and Physical Development	682	Money, Work, the Future	23

TABLE II
 NUMBER AND PERCENTAGE OF SEVENTH GRADE STUDENTS OF RIALTO
 JUNIOR HIGH SCHOOL MARKING EACH ITEM IN AREA OF
 HEALTH AND PHYSICAL DEVELOPMENT

Item	Number			Percentage		
	Boy	Girl	Total	Boy	Girl	Total
1. Often have headaches	35	34	69	16.4	18.4	17.3
2. Don't get enough sleep	44	28	72	20.7	15.2	18.1
3. Have trouble with my teeth	35	31	66	16.4	16.8	16.6
4. Not as healthy as I should be	18	5	23	8.5	2.7	5.8
5. Not getting outdoors enough	12	12	24	5.6	6.4	6.0
36. Too short for my age	37	27	64	17.3	14.6	16.1
37. Too tall for my age	5	14	19	2.3	7.6	4.8
38. Having poor posture	18	18	36	8.5	9.8	9.1
39. Poor complexion or skin trouble	19	32	51	8.9	17.4	12.9
40. Not good-looking	39	39	78	18.3	21.2	19.6
71. Not eating the right food	24	14	38	11.3	7.6	9.6
72. Often not hungry for my meals	27	29	56	12.6	15.8	14.1
73. Overweight	26	18	44	12.2	9.8	11.1
74. Underweight	38	22	60	17.8	11.4	15.1
75. Missing school because of illness	12	10	22	5.6	5.4	5.5
106. Often have a sore throat	26	27	53	12.2	14.6	13.3
107. Catch a good many colds	26	27	53	12.2	14.6	13.3
108. Often get sick	16	12	28	8.6	6.4	7.1
109. Often have pains in my stomach	28	27	55	13.1	14.6	13.8
110. Afraid I may need an operation	12	10	22	5.6	5.4	5.5
141. Can't hear well	4	4	8	1.8	2.1	2.0
142. Can't talk plainly	12	9	21	5.6	4.8	5.3
143. Trouble with my eyes	26	28	54	12.2	15.2	13.6
144. Smoking	9	3	12	4.2	1.6	3.0
145. Getting tired easily	17	17	34	8.0	9.2	8.6
176. Nose or sinus trouble	27	11	38	12.6	6.0	9.6
177. Trouble with my feet	20	10	30	9.4	5.4	7.6
178. Not as strong as some other kids	51	9	60	23.9	4.8	15.1
179. Too clumsy and awkward	12	8	20	5.6	7.0	5.0
180. Bothered by a physical handicap	8	3	11	3.8	1.6	2.7

cant in this area for girls but was not considered to be as great a problem among boys as "Not as strong as some other kids" and "Don't get enough sleep." "Don't get enough sleep" was the second most frequently marked item in this area.

The third most significant item was "Often have headaches." It was considered a problem by 16.4 per cent of the boys and by 18.4 per cent of the girls. It was followed by "Have trouble with my teeth," marked by 16.6 per cent of the pupils.

The item designated most infrequently in the area of Health and Physical Development was "Can't hear well." It was marked by 2.0 per cent of the students. "Bothered by a physical handicap" was marked by 2.7 per cent. "Smoking" was considered to be a problem to only 3.0 per cent of the pupils.

Reference to Table III shows that the teachers indicated 25 responses to items in this area. The most frequently marked item was the same as that of the students, "Not good-looking."

It is shown by Table IV, page 27, that more items were marked by the students in the area of "School" than any other. The pupils made 2,244 responses in this area. The item indicated to be most significant was "Worried about grades," marked by 36.2 per cent of the boys and by 30.9 per

TABLE III

NUMBER AND PERCENTAGE OF RIALTO JUNIOR HIGH SCHOOL TEACHERS
OF SEVENTH GRADE SOCIAL LIVING MARKING ITEMS CONSIDERED
PROBLEMS OF STUDENTS IN AREA OF HEALTH AND
PHYSICAL DEVELOPMENT

Item	Number	Percentage
1. Often have headaches	2	22.2
2. Don't get enough sleep	2	22.2
3. Have trouble with my teeth	0	0
4. Not as healthy as I should be	2	22.2
5. Not getting outdoors enough	0	0
36. Too short for my age	1	11.1
37. Too tall for my age	1	11.1
38. Having poor posture	0	0
39. Poor complexion or skin trouble	2	22.2
40. Not good-looking	3	33.3
71. Not eating the right food	2	22.2
72. Often not hungry for my meals	1	11.1
73. Overweight	1	11.1
74. Underweight	1	11.1
75. Missing too much school because of illness	0	0
106. Often have a sore throat	0	0
107. Catch a good many colds	0	0
108. Often get sick	2	22.2
109. Often have pains in my stomach	1	11.1
110. Afraid I may need an operation	0	0
141. Can't hear well	0	0
142. Can't talk plainly	0	0
143. Trouble with my eyes	0	0
144. Smoking	1	11.1
145. Getting tired easily	1	11.1
176. Nose or sinus trouble	0	0
177. Trouble with my feet	0	0
178. Not being as strong as some other kids	0	0
179. Too clumsy and awkward	2	22.2
180. Bothered by a physical handicap	0	0

TABLE IV
NUMBER AND PERCENTAGE OF SEVENTH GRADE STUDENTS
OF RIALTO JUNIOR HIGH SCHOOL MARKING EACH
ITEM IN AREA OF SCHOOL

Item	Number			Percentage		
	Boy	Girl	Total	Boy	Girl	Total
6. Getting low grades in school	68	35	103	31.9	19.0	27.5
7. Afraid of tests	45	60	105	21.1	32.6	26.4
8. Being a grade behind in school	24	13	37	11.3	7.0	9.3
9. Don't like to study	55	47	102	25.8	25.5	25.7
10. Not interested books	40	23	63	18.8	12.4	15.9
41. Afraid of failing in school work	76	58	134	35.7	31.5	33.7
42. Trouble with arithmetic	54	34	88	25.4	18.4	22.1
43. Trouble with spelling or grammar	57	21	78	26.8	11.4	19.6
44. Slow in reading	49	17	66	23.0	9.2	16.6
45. Trouble with writing	55	31	86	25.8	16.8	21.6
76. Not spending enough time in study	66	54	120	31.0	29.4	30.2
77. Too much school work to do at home	49	29	78	23.0	15.8	19.6
78. Can't keep my mind on my studies	71	44	115	33.3	23.8	28.9
79. Worried about grades	77	57	134	36.2	30.9	33.7
80. Not smart enough	40	27	67	18.8	14.7	16.9
111. Don't like school	46	15	61	21.6	8.2	15.4
112. School is too strict	31	9	40	14.6	4.9	10.1
113. So often feel restless in classes	48	32	80	22.5	17.4	20.1
114. Not getting along with a teacher	39	16	55	18.3	8.6	13.9
115. Teachers not practicing what they preach	24	8	32	11.3	4.3	8.1
146. Textbooks hard to understand	18	13	31	8.5	7.0	7.8
147. Trouble with oral reports	33	26	59	15.5	14.1	14.6
148. Trouble with written reports	34	21	55	16.0	11.4	13.9
149. Poor memory	24	15	39	11.3	8.2	9.8
150. Afraid to speak up in class	25	35	60	13.6	19.0	15.1
181. Dull classes	36	31	67	16.9	16.8	16.9
182. Too little freedom in classes	41	9	50	19.2	4.9	12.6
183. Not enough discussion in classes	22	7	29	10.3	3.8	7.3
184. Not interested in certain subjects	71	59	130	33.3	32.1	32.7
185. Made to take subjects I don't like	51	29	80	23.9	15.8	20.1

cent of the girls. "Afraid of failing in school work" was marked by 35.7 per cent of the boys and by 31.5 per cent of the girls. These two items were each marked by a total of 33.7 per cent of the students and were the two most often indicated items in the entire check list. The third most often marked item in this area was "Not interested in certain subjects." Other items marked by a high percentage of students were "Getting low grades in school," "Don't like to study," "Afraid of tests," "Not spending enough time in study," and "Can't keep my mind on my studies." Each of these items were marked by 25.7 per cent or more of the students.

Reference to Table V indicates that the teachers also considered the area of School the most common problem area. It is noted that the teachers failed to indicate three items as being problems. These same three items were the most infrequently marked items by the students. However, the teachers marked "Afraid to speak up in class" as the item they considered to be most significant to the students. Only 15.1 per cent of the pupils considered this a problem.

"Conflicts with a brother or sister" was the most frequently indicated item in the area of Home and Family as shown in Table VI. This item was considered to be a problem by 23.0 per cent of the boys and by 17.9 per cent of the girls. This was followed closely by "Parents old-fashioned

TABLE V

NUMBER AND PERCENTAGE OF RIALTO JUNIOR HIGH SCHOOL TEACHERS OF
SEVENTH GRADE SOCIAL LIVING MARKING ITEMS CONSIDERED
PROBLEMS OF STUDENTS IN AREA OF SCHOOL

Item	Number	Percentage
6. Getting low grades in school	3	33.3
7. Afraid of tests	4	44.4
8. Being a grade behind in school	0	0
9. Don't like to study	4	44.4
10. Not interested in books	2	22.2
41. Afraid of failing in school work	2	22.2
42. Trouble with arithmetic	1	11.1
43. Trouble with spelling or grammar	2	22.2
44. Slow in reading	4	44.4
45. Trouble with writing	2	22.2
76. Not spending enough time in study	2	22.2
77. Too much school work to do at home	1	11.1
78. Can't keep my mind on my studies	4	44.4
79. Worried about grades	3	33.3
80. Not smart enough	3	33.3
111. Don't like school	1	11.1
112. School is too strict	3	33.3
113. So often feel restless in classes	4	44.4
114. Not getting along with a teacher	1	11.1
115. Teachers not practicing what they preach	0	0
146. Textbooks hard to understand	3	33.3
147. Trouble with oral reports	1	11.1
148. Trouble with written reports	1	11.1
149. Poor memory	1	11.1
150. Afraid to speak up in class	6	66.7
181. Dull classes	4	44.4
182. Too little freedom in classes	2	22.2
183. Not enough discussion in classes	0	0
184. Not interested in certain subjects	4	44.4
185. Made to take subjects I don't like	2	22.2

TABLE VI

NUMBER AND PERCENTAGE OF SEVENTH GRADE STUDENTS OF
RIALTO JUNIOR HIGH SCHOOL MARKING EACH ITEM
IN AREA OF HOME AND FAMILY

Item	Number			Percentage		
	Boy	Girl	Total	Boy	Girl	Total
11. Being an only child	7	9	16	3.2	4.9	4.0
12. Not living with my parents	14	6	20	6.6	3.3	5.0
13. Worried about someone in the family	30	33	63	14.1	17.9	15.9
14. Parents working too hard	37	29	66	17.3	15.8	16.6
15. Never having fun with mother and dad	24	20	44	11.3	10.9	11.1
46. Sickness at home	22	5	27	10.3	2.7	6.8
47. Death in the family	16	11	27	7.5	6.0	6.8
48. Mother or father not living	12	6	18	5.6	3.3	4.5
49. Parents separated or divorced	9	17	26	4.2	9.2	6.5
50. Parents not understanding me	33	20	53	15.5	10.9	13.3
81. Treated like a small child at home	31	18	49	14.6	9.8	12.3
82. Parents favoring a brother or sister	32	28	60	15.0	15.2	15.1
83. Parents making decisions for me	29	20	49	13.6	10.9	12.3
84. Parents expecting too much of me	30	26	56	14.1	14.1	14.1
85. Wanting things parents won't give me	20	24	44	9.4	13.0	11.1
116. Being criticized by my parents	18	20	38	8.5	10.9	9.6
117. Parents not liking my friends	33	15	48	15.5	8.2	12.1
118. Parents not trusting me	23	18	41	10.8	9.8	10.3
119. Parents old-fashioned in their ideas	33	43	76	15.5	22.3	19.1
120. Unable to discuss certain problems	15	24	39	7.0	13.0	9.8
151. Family quarrels	15	15	30	7.0	8.2	7.6
152. Conflicts with a brother or sister	49	33	82	23.0	17.9	20.7
153. Not telling parents everything	29	27	56	13.6	14.7	14.1
154. Wanting more freedom at home	27	20	47	12.7	10.9	11.8
155. Want to live in another neighborhood	23	21	44	10.8	11.4	11.1
186. Disagreements between me and parents	18	18	36	8.5	9.8	9.1
187. Talking back to my parents	29	24	53	13.6	13.0	13.3
188. Mother	22	11	33	10.3	6.0	8.3
189. Father	9	10	19	4.2	5.4	4.8
190. Wanting to run away from home	17	19	36	8.0	10.3	9.1

in their ideas." This was a problem to 15.5 per cent of the boys and to 22.3 per cent of the girls. The third most significant item in this area was "Parents working too hard," marked by 16.6 per cent of the pupils. The items marked most infrequently were "Being an only child," "Not living with my parents," and "Mother or Father not living."

Table VII indicates that teachers considered "Being criticized by my parents" the most prevalent problem. However, only 9.6 per cent of the students marked this item. "Not getting along with a brother or sister," which was considered the most significant in this area by students, was marked by only one teacher.

Table VIII, page 33, shows that the item most frequently marked in the area of Money, Work, and the Future was "Want to earn some of my own money." It was marked by a total of 132 pupils. "Want to buy more of my own things" was the next most significant item. It was marked by 23.4 per cent of the students. The third most often marked item was found to be "Having no regular allowance."

The area of Money, Work, and the Future also included the item marked by the fewest number of students. Only three pupils indicated that "Having no car in the family" was a problem. Two other items in this area marked by relatively few pupils were "Need to know my vocational abilities," marked by 2.0 per cent, and "Wondering if I've

TABLE VII

NUMBER AND PERCENTAGE OF RIALTO JUNIOR HIGH SCHOOL TEACHERS OF
SEVENTH GRADE SOCIAL LIVING MARKING ITEMS CONSIDERED
PROBLEMS OF STUDENTS IN AREA OF
HOME AND FAMILY

Item	Number	Percentage
11. Being an only child	0	0
12. Not living with my parents	0	0
13. Worried about someone in the family	1	11.1
14. Parents working too hard	3	33.3
15. Never having any fun with mother and dad	2	22.2
46. Sickness at home	0	0
47. Death in the family	0	0
48. Mother or father not living	0	0
49. Parents separated or divorced	1	11.1
50. Parents not understanding me	3	33.3
81. Being treated like a small child at home	1	11.1
82. Parents favoring a brother or sister	1	11.1
83. Parents making too many decisions for me	1	11.1
84. Parents expecting too much of me	3	33.3
85. Wanting things my parents won't give me	1	11.1
116. Being criticized by my parents	4	44.4
117. Parents not liking my friends	0	0
118. Parents not trusting me	0	0
119. Parents old-fashioned in their ideas	2	22.2
120. Unable to discuss certain problems at home	1	11.1
151. Family quarrels	3	33.3
152. Not getting along with a brother or sister	1	11.1
153. Not telling parents everything	0	0
154. Wanting more freedom at home	3	33.3
155. Wanting to live in a different neighborhood	0	0
186. Clash of opinions between me and my parents	1	11.1
187. Talking back to my parents	0	0
188. Mother	2	22.2
189. Father	2	22.2
190. Wanting to run away from home	0	0

TABLE VIII

NUMBER AND PERCENTAGE OF SEVENTH GRADE STUDENTS OF RIALTO
JUNIOR HIGH SCHOOL MARKING EACH ITEM IN AREA
OF MONEY, WORK, THE FUTURE

Item	Number			Percentage		
	Boy	Girl	Total	Boy	Girl	Total
16. Spending money foolishly	50	23	73	23.5	12.4	18.9
17. Having to ask parents for money	46	27	73	21.6	14.7	18.9
18. Having no regular allowance	42	43	85	19.7	23.4	21.4
19. Family worried about money	39	24	63	18.3	13.0	15.9
20. Having no car in the family	2	1	3	.9	.5	.8
51. Too few nice clothes	13	17	30	6.1	9.2	7.6
52. Want to earn some of my own money	81	51	132	38.0	27.6	33.2
53. Want to buy more of my own things	53	40	93	24.9	27.2	23.4
54. Not knowing how to buy things wisely	30	16	46	14.1	8.6	11.6
55. Too little spending money	37	23	60	17.3	12.4	15.1
86. Restless to get out of school and into a job	19	4	23	8.9	2.2	5.8
87. Not knowing how to look for a job	15	8	23	7.0	4.3	5.8
88. Needing to find a part-time job now	24	8	32	11.3	4.3	8.1
89. Having less money than my friends	42	17	59	19.7	9.2	14.9
90. Have to work too hard for my money	17	8	25	8.0	4.3	6.3
121. Choosing best subjects to take next	23	10	33	10.8	5.4	8.3
122. Deciding what to take in high school	19	13	32	8.9	7.1	8.1
123. Want advice on what to do after high school	18	13	31	8.5	7.1	7.8
124. Wanting to know more about college	48	27	75	22.5	14.7	18.9
125. Wanting to know more about trades	18	5	23	8.5	7.1	7.8
156. Needing a job during vacations	45	14	59	21.1	7.6	14.9
157. Need to know my vocational abilities	5	3	8	2.3	1.6	2.0
158. Needing to decide on an occupation	14	5	19	6.6	2.7	4.8
159. Need to know more about occupations	14	4	18	6.6	2.2	4.5
160. Wonder if I've chosen right vocation	9	2	11	4.2	1.2	2.8
191. Afraid of the future	24	14	38	11.3	7.6	9.6
192. Not knowing what I really want	30	25	55	14.1	13.6	13.8
193. Concerned about military service	29	1	30	13.6	.5	7.6
194. Wondering if I'll ever get married	40	22	62	18.8	11.9	15.6
195. Wondering what becomes of people when they die	32	32	64	15.0	17.4	16.1

chosen the right vocation," marked by 2.8 per cent of the pupils.

Table IX shows that teachers indicated only 23 responses in the area of Money, Work, and the Future. "Not knowing what I really want" and "Family worried about money" were the only two items marked by more than two of the teachers. Seventeen items were not indicated by any of the teachers. This area was the most infrequently marked area by the teachers.

Reference to Table X, page 36, shows that the most often marked item in the area of Boy and Girl Relations was "Learning how to dance." It was indicated to be a problem to 24.2 per cent of the pupils. The next most commonly indicated item in this area was found to be "Not enough time for play and fun," marked by 20.2 per cent of the pupils. "Nothing interesting to do in my spare time" ranked third with a total percentage of 19.6.

"Ill at ease at social affairs" was found to be a problem among only 3.0 per cent of the pupils. "Going out with the opposite sex" was marked by 4.3 per cent. "Dating" was marked by 16 boys but by only 3 girls.

Table XI, page 37, shows "Too little chance to do what I want to do" and "Learning how to dance" were the two items teachers considered to be the greatest problems among students. Both items were marked by 3 of the 9 teachers to

TABLE IX

NUMBER AND PERCENTAGE OF RIALTO JUNIOR HIGH SCHOOL TEACHERS OF
SEVENTH GRADE SOCIAL LIVING MARKING ITEMS CONSIDERED
PROBLEMS OF STUDENTS IN AREA OF
MONEY, WORK, THE FUTURE

Item	Number	Percentage
16. Spending money foolishly	1	11.1
17. Having to ask parents for money	1	11.1
18. Having no regular allowance	2	22.2
19. Family worried about money	3	33.3
20. Having no car in the family	0	0
51. Too few nice clothes	1	11.1
52. Wanting to earn some of my own money	2	22.2
53. Wanting to buy more of my own things	2	22.2
54. Not knowing how to buy things wisely	0	0
55. Too little spending money	2	22.2
86. Restless to get out of school and into a job	0	0
87. Not knowing how to look for a job	0	0
88. Needing to find a part-time job now	0	0
89. Having less money than my friends have	2	22.2
90. Having to work too hard for the money I get	0	0
121. Choosing best subjects to take next term	0	0
122. Deciding what to take in high school	1	11.1
123. Wanting advice on what to do after high school	1	11.1
124. Wanting to know more about college	0	0
125. Wanting to know more about trades	0	0
156. Needing a job during vacations	1	11.1
157. Needing to know my vocational abilities	0	0
158. Needing to decide on an occupation	0	0
159. Needing to know more about occupations	0	0
160. Wondering if I've chosen the right vocation	0	0
191. Afraid of the future	0	0
192. Not knowing what I really want	4	44.4
193. Concerned about military service	0	0
194. Wondering if I'll ever get married	0	0
195. Wondering what becomes of people when they die	0	0

TABLE X

NUMBER AND PERCENTAGE OF SEVENTH GRADE STUDENTS OF RIALTO
JUNIOR HIGH SCHOOL MARKING EACH ITEM IN AREA OF
BOY AND GIRL RELATIONS

Item	Number			Percentage		
	Boy	Girl	Total	Boy	Girl	Total
21. Not allowed to use the family car	18	6	24	8.5	3.3	6.0
22. Not allowed to run with kids I like	31	15	46	14.6	8.2	11.6
23. Too little chance to go to parties	26	33	59	12.2	17.9	14.9
24. Not enough time for play and fun	44	36	80	20.7	19.6	20.2
25. Too little chance to do what I want	48	28	76	22.5	15.2	19.1
56. Girls don't seem to like me	49	8	57	23.0	4.3	14.3
57. Boys don't seem to like me	9	28	37	4.2	15.2	9.3
58. Going out with the opposite sex	13	4	17	6.1	2.2	4.3
59. Dating	16	3	19	7.5	1.6	4.8
60. Not knowing how to make a date	35	9	44	16.4	4.9	11.1
91. Nothing interesting to do in my spare time	43	35	78	20.2	19.0	19.6
92. Often not allowed to go out at night	49	27	76	23.0	14.7	19.1
93. Not allowed to have dates	19	27	46	8.9	14.7	11.6
94. Wanting to know more about girls	37	7	44	17.4	3.8	11.1
95. Wanting to know more about boys	5	15	20	2.3	8.2	5.0
126. No place to entertain friends	18	18	36	8.5	9.8	9.1
127. Ill at ease at social affairs	4	8	12	1.9	4.3	3.0
128. Trouble in keeping a conversation going	18	31	49	8.5	14.6	12.3
129. Not sure of my social etiquette	13	10	23	6.1	5.4	5.8
130. Not sure about proper sex behavior	12	15	27	5.6	8.2	6.8
161. Not knowing what to do on a date	17	9	26	8.0	6.4	7.3
162. Girl friend	39	6	45	18.3	3.3	11.3
163. Boy friend	11	28	39	5.2	15.2	9.8
164. Deciding whether I'm in love	17	12	29	8.0	6.4	7.3
165. Deciding whether to go steady	25	21	46	11.7	11.4	11.6
196. Learning how to dance	58	38	96	27.2	16.0	24.2
197. Keeping neat and looking nice	26	33	59	12.2	17.9	14.9
198. Thinking too much about the opposite sex	29	15	44	13.6	8.2	11.1
199. Wanting more information about sex matters	20	9	29	9.4	4.9	7.3
200. Embarrassed by talk about sex	15	19	34	7.0	10.3	8.6

TABLE XI

NUMBER AND PERCENTAGE OF RIALTO JUNIOR HIGH SCHOOL TEACHERS OF
SEVENTH GRADE SOCIAL LIVING MARKING ITEMS CONSIDERED
PROBLEMS OF STUDENTS IN AREA OF
BOY AND GIRL RELATIONS

Item	Number	Percentage
21. Not allowed to use the family car	0	0
22. Not allowed to run around with the kids I like	2	22.2
23. Too little chance to go to parties	1	11.1
24. Not enough time for play and fun	2	22.2
25. Too little chance to do what I want to do	3	33.3
56. Girls don't seem to like me	1	11.1
57. Boys don't seem to like me	1	11.1
58. Going out with the opposite sex	1	11.1
59. Dating	2	22.2
60. Not knowing how to make a date	2	22.2
91. Nothing interesting to do in my spare time	0	0
92. So often not allowed to go out at night	1	11.1
93. Not allowed to have dates	1	11.1
94. Wanting to know more about girls	2	22.2
95. Wanting to know more about boys	2	22.2
126. No place to entertain friends	0	0
127. Ill at ease at social affairs	2	22.2
128. Trouble in keeping a conversation going	2	22.2
129. Not sure of my social etiquette	1	11.1
130. Not sure about proper sex behavior	0	0
161. Not knowing what to do on a date	2	22.2
162. Girl friend	2	22.2
163. Boy friend	2	22.2
164. Deciding whether I'm in love	0	0
165. Deciding whether to go steady	0	0
196. Learning how to dance	3	33.3
197. Keeping myself neat and looking nice	0	0
198. Thinking too much about the opposite sex	1	11.1
199. Wanting more information about sex matters	1	11.1
200. Embarrassed by talk about sex	2	22.2

whom the check list was administered. "Ill at ease at social affairs," marked by only 3.0 per cent of the students, was marked by 22.2 per cent of the teachers. "Nothing interesting to do in my spare time," which ranked third in total responses by the students, was not marked by any teacher. There were 39 teacher responses to items in this area and seven items were not marked by the teachers.

In the area of People in General, Table XII shows that "Losing my temper" was marked by 24.4 per cent of the pupils. This was followed closely by "Missing someone very much," and third ranking, "Wanting a more pleasing personality."

"Being jealous" was indicated to be a problem by only 6.5 per cent of the pupils. "Being treated like an outsider" and "People finding fault with me" were each considered to be a problem to less than 8.0 per cent of the pupils. This area was considered to be the third most significant among students, also third when ranked by the teachers.

Table XIII, page 40, relates that the most frequently marked item by the teachers in the area of People in General was "Being talked about." It was marked by 44.4 per cent of the teachers. "Being left out of things" and "Being teased" were each marked by 33.3 per cent of the teachers. "Missing someone very much," which ranked second among students, was

TABLE XII

NUMBER AND PERCENTAGE OF SEVENTH GRADE STUDENTS OF
RIALTO JUNIOR HIGH SCHOOL MARKING EACH ITEM IN
AREA OF RELATIONS TO PEOPLE IN GENERAL

Item	Number			Percentage		
	Boy	Girl	Total	Boy	Girl	Total
26. Slow in making friends	18	13	31	8.5	7.0	7.8
27. Bashful	27	35	62	12.2	19.0	15.6
28. Being left out of things	33	12	45	15.5	6.4	11.3
29. Never chosen as a leader	52	26	78	24.4	14.1	19.6
30. Wishing people liked me better	46	42	88	21.6	22.8	22.1
61. Being teased	34	24	58	16.0	13.0	14.6
62. Being talked about	27	21	48	12.7	11.4	12.1
63. Feelings too easily hurt	26	32	58	12.2	17.4	14.6
64. Too easily led by other people	23	9	32	10.8	4.9	8.1
65. Picking the wrong kind of friends	32	13	45	15.0	7.0	11.3
96. Wanting a more pleasing personality	33	56	89	15.5	30.4	22.4
97. Being made fun of	29	15	44	13.6	8.2	11.1
98. Being picked on	38	8	46	17.8	2.7	11.6
99. Being treated like an outsider	18	9	27	8.4	4.9	6.8
100. People finding fault with me	22	9	31	10.3	4.9	7.8
131. Awkward in meeting people	22	13	35	10.3	7.0	8.9
132. Wanting to be more like others	21	31	52	9.9	16.8	13.1
133. Feeling nobody understands me	16	17	33	7.5	9.2	8.3
134. Missing someone very much	42	53	95	19.7	28.8	23.9
135. Feeling nobody likes me	20	19	39	9.4	10.3	9.8
166. Getting into arguments	29	19	48	13.6	10.3	12.1
167. Getting into fights	36	10	46	16.9	5.4	11.6
168. Losing my temper	59	38	97	27.7	20.7	24.4
169. Being stubborn	18	20	38	8.4	10.9	9.6
170. Hurting people's feelings	19	18	37	8.9	9.8	9.3
201. Being jealous	13	13	26	6.1	7.0	6.5
202. Disliking someone	40	35	75	18.8	19.0	18.9
203. Being disliked by someone	35	25	60	16.4	13.6	15.1
204. Keeping away from kids I don't like	42	18	60	19.7	9.8	15.1
205. No one to tell my troubles to	19	18	37	8.9	9.8	9.3

TABLE XIII

NUMBER AND PERCENTAGE OF RIALTO JUNIOR HIGH SCHOOL TEACHERS OF
SEVENTH GRADE SOCIAL LIVING MARKING ITEMS CONSIDERED
PROBLEMS OF STUDENTS IN AREA OF RELATIONS TO
PEOPLE IN GENERAL

Item	Number	Percentage
26. Slow in making friends	2	22.2
27. Bashful	2	22.2
28. Being left out of things	3	33.3
29. Never chosen as a leader	2	22.2
30. Wishing people liked me better	2	22.2
61. Being teased	3	33.3
62. Being talked about	4	44.4
63. Feelings too easily hurt	1	11.1
64. Too easily led by other people	1	11.1
65. Picking the wrong kind of friends	1	11.1
96. Wanting a more pleasing personality	2	22.2
97. Being made fun of	2	22.2
98. Being picked on	1	11.1
99. Being treated like an outsider	0	0
100. People finding fault with me	1	11.1
131. Awkward in meeting people	2	22.2
132. Wanting to be more like other people	2	22.2
133. Feeling nobody understands me	2	22.2
134. Missing someone very much	0	0
135. Feeling nobody likes me	1	11.1
166. Getting into arguments	2	22.2
167. Getting into fights	1	11.1
168. Losing my temper	1	11.1
169. Being stubborn	0	0
170. Hurting people's feelings	1	11.1
201. Being jealous	1	11.1
202. Disliking someone	0	0
203. Being disliked by someone	1	11.1
204. Keeping away from kids I don't like	1	11.1
205. No one to tell my troubles to	1	11.1

one of the four items teachers failed to respond to in this area.

Reference to Table XIV indicates that the most frequently marked item in the area of Self-Centered Concerns was "Trying to stop a bad habit," marked by 29.0 per cent of the students. "Being afraid of making mistakes" was marked by 27.7 per cent. Ranking third in frequency was "Forgetting things."

"Having bad dreams" was a concern to only 6.8 per cent. "Lacking self-confidence" was indicated by 7.1 per cent and "Giving in to temptations" was of significance to only 7.8 per cent.

Table XV, page 43, shows that "Worrying" was marked by 55.6 per cent of the teachers. This item was marked by the teachers a greater number of times than any other item in the check list. "Lacking self-confidence" was considered to be a significant problem by 4 of the 9 teachers. Although this was the second most commonly marked area, eight items were not marked by a single teacher.

TABLE XIV

NUMBER AND PERCENTAGE OF SEVENTH GRADE STUDENTS OF RIALTO
JUNIOR HIGH SCHOOL MARKING EACH ITEM IN AREA
OF SELF-CENTERED CONCERNS

Item	Number			Percentage		
	Boy	Girl	Total	Boy	Girl	Total
31. Being nervous	38	52	90	17.8	28.3	22.6
32. Taking things too seriously	33	33	66	15.5	17.9	16.6
33. Getting too excited	25	24	49	11.3	13.0	12.3
34. Being afraid of making mistakes	52	58	110	24.5	31.5	27.7
35. Failing in many things I try to do	40	31	71	18.8	16.8	17.9
66. Getting into trouble	44	6	50	20.7	3.3	12.6
67. Trying to stop a bad habit	66	49	115	30.0	26.6	29.0
68. Sometimes not honest	61	40	101	28.5	21.7	25.4
69. Giving in to temptations	18	13	31	8.5	7.0	7.8
70. Lacking self-control	39	12	51	18.3	6.4	12.9
101. Not having as much fun as other kids	38	22	60	17.8	11.4	15.1
102. Worrying	34	24	58	16.0	13.0	14.6
103. Having bad dreams	11	16	27	5.2	8.6	6.8
104. Lacking self-confidence	12	16	28	5.6	8.6	7.1
105. Sometimes wishing I'd never been born	45	42	87	21.1	22.8	21.9
136. Being careless	23	14	37	10.8	7.6	9.3
137. Daydreaming	44	34	78	20.7	18.5	19.6
138. Forgetting things	63	39	102	29.6	21.2	25.7
139. Being lazy	35	18	53	16.4	9.8	13.3
140. Not taking some things seriously	39	17	56	18.3	9.2	14.1
171. Feeling ashamed of something I did	25	26	51	11.3	14.1	12.9
172. Punished for something I didn't do	50	36	86	23.5	19.6	21.7
173. Swearing, dirty stories	22	6	28	10.3	3.3	7.1
174. Thinking about heaven and hell	35	21	56	16.4	11.9	14.1
175. Afraid God is going to punish me	20	12	32	9.4	6.4	8.1
206. Sometimes lying without meaning to	44	42	86	20.7	22.8	21.7
207. Can't forget some mistakes I've made	34	36	70	16.0	19.6	17.9
208. Can't make up my mind about things	31	24	55	14.6	13.0	13.9
209. Afraid to try new things by myself	20	21	41	9.4	11.9	10.3
210. Find it hard to talk about my troubles	35	37	72	16.4	20.1	18.1

TABLE XV

NUMBER AND PERCENTAGE OF RIALTO JUNIOR HIGH SCHOOL TEACHERS OF
SEVENTH GRADE SOCIAL LIVING MARKING ITEMS CONSIDERED
PROBLEMS OF STUDENTS IN AREA OF
SELF-CENTERED CONCERNS

Item	Number	Percentage
31. Being nervous	1	11.1
32. Taking things too seriously	1	11.1
33. Getting too excited	2	22.2
34. Being afraid of making mistakes	3	33.3
35. Failing in so many things I try to do	2	22.2
66. Getting into trouble	3	33.3
67. Trying to stop a bad habit	0	0
68. Sometimes not being as honest as I should be	2	22.2
69. Giving in to temptations	1	11.1
70. Lacking self-control	4	44.4
101. Not having as much fun as other kids have	3	33.3
102. Worrying	5	55.6
103. Having bad dreams	0	0
104. Lacking self-confidence	4	44.4
105. Sometimes wishing I'd never been born	1	11.1
136. Being careless	3	33.3
137. Daydreaming	3	33.3
138. Forgetting things	2	22.2
139. Being lazy	2	22.2
140. Not taking some things seriously enough	0	0
171. Feeling ashamed of something I've done	2	22.2
172. Being punished for something I didn't do	1	11.1
173. Swearing, dirty stories	0	0
174. Thinking about heaven and hell	0	0
175. Afraid God is going to punish me	0	0
206. Sometimes lying without meaning to	0	0
207. Can't forget some mistakes I've made	0	0
208. Can't make up my mind about things	2	22.2
209. Afraid to try new things by myself	1	11.1
210. Finding it hard to talk about my troubles	2	22.2

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

The purpose of this study was the development of a guidance manual based on the identified problems of the seventh grade pupils attending Rialto Junior High School, Rialto, California. The MPCL was administered to the seventh grade pupils and to the teachers of seventh grade Social Living to determine these problems. By a comparative study of the problem areas indicated by the MPCL, it was evidenced that, in general, the teachers were aware of the many problems of their students.

The study revealed that the problems of most frequent concern to students were in the following areas (in order of importance): (1) problems relating to school, (2) problems relating to self, (3) problems involving relations with others, and (4) problems relating to the future.

The manual that was developed for the seventh grade Social Living course was devised to initiate and develop guidance-oriented activities aimed directly to aid students in those problem areas they indicated to be most common.

II. CONCLUSIONS

This study has revealed problems and needs of seventh

grade students which are largely unidentified and unmet in typical seventh grade programs in Rialto Junior High School. It has inspired the participating teachers to become even more aware of the numerous opportunities for meeting the individual needs of their students.

Although the MPCL was designed to reflect changing situations, it has presented sufficient validity upon which to base guidance activities and has also provided assurance and security for those involved in the planning of the manual. It is hoped the manual developed from this study will be a valuable tool in assisting all teachers of seventh grade Social Living. (See Appendix.)

The counselors and teachers of the seventh grade students should constantly be searching for other means for determining and meeting pupil needs. Thorough evaluation procedures should be inaugurated to determine the feasibility and effectiveness of all activities suggested in the manual. The manual is not intended to be a "stopping place" for determining guidance procedures. Rather, it is intended as a meaningful "starting point" for the strengthening of guidance in the seventh grade Social Living program.

1. The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is one of the most important and most difficult in the history of science.

2. The second part of the paper is devoted to a discussion of the various theories of the origin of life. It is shown that the most plausible of these theories is the theory of spontaneous generation.

3. The third part of the paper is devoted to a discussion of the evidence in favor of the theory of spontaneous generation. It is shown that the evidence is very strong and conclusive.

4. The fourth part of the paper is devoted to a discussion of the objections to the theory of spontaneous generation. It is shown that these objections are not valid and that the theory is still the most plausible.

5. The fifth part of the paper is devoted to a discussion of the implications of the theory of spontaneous generation. It is shown that the theory has important implications for the study of the origin of life.

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APPENDIX

DIVISION OF SECONDARY EDUCATION

A MANUAL OF GUIDANCE ACTIVITIES
FOR THE SEVENTH GRADE SOCIAL LIVING PROGRAM
RIALTO JUNIOR HIGH SCHOOL

PREFACE

In planning for guidance, the teachers of seventh grade Social Living must remember that they are planning for their pupils. They must think of their pupils in terms of the pupils' interests, needs, nature, and environment. With these factors in mind, the teachers must decide which methods of approach they will use in bringing about the behavior changes they desire to develop.

This manual is proposed not as a rigid plan, but as a guide, a suggested framework, and a resource for teaching activities which will aid in meeting the guidance needs of seventh grade students attending Rialto Junior High School. As such, it is hoped that it will be of assistance to all who use it.

INTRODUCTION

This manual is intended primarily as a resource aid for the teachers of seventh grade Social Living. The program of activities are designed to foster a more meaningful guidance program to meet the needs of seventh grade pupils as determined by the data obtained from the administration of the Mooney Problem Check List (Junior High School Form) to the seventh grade pupils and seventh grade Social Living teachers of Rialto Junior High School during the 1964-65 school year. This manual is intended to suggest a range of activities that will meet these needs.

None of the activities included in the manual should be considered mandatory. Teachers are free to omit, limit, or supplement at will. The Social Living program is intended to allow for freedom of the teacher and his class to use what seems best adapted to their needs. Thus, this manual makes suggestions which the teacher can adapt or modify to meet the situation in his own classroom.

The results of discussion and careful planning on the part of the teachers of seventh grade Social Living, counselors, and administrators of Rialto Junior High School are embodied in this project.

All reference books are available in the Rialto Junior High School library. Films included in the manual are available for use through the San Bernardino County Office of Education.

The manual is intended to be a guide to teachers in directing learning experiences which are consciously organized and directed toward the attainment of desirable learning goals.

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THE GUIDANCE FUNCTIONS OF THE TEACHER OF SEVENTH GRADE
SOCIAL LIVING AT RIALTO JUNIOR HIGH SCHOOL

Teachers of seventh grade Social Living are continuously performing guidance functions. However, unless there is a plan of an original guidance program, much of teacher guidance is incidental and somewhat ineffective.

The specific functions of the teachers of seventh grade Social Living include the following:

1. To develop a better understanding of children.
2. To provide an emotional atmosphere that will be conducive to good personality development.
3. Screening and referring problem cases which are beyond their scope of training and experience.
4. Conducting their classes in a democratic fashion and providing materials for each pupil according to his interests, needs, and abilities.
5. To provide individual counseling on a level appropriate to the teachers' training.
6. To work with fellow counselors, teachers, and the administrators of Rialto Junior High School to determine guidance policies and procedures.

CHARACTERISTICS OF THE SEVENTH GRADER

There is a wider range of differences in rate of physical growth than there was among the ten and eleven-year-old boys.

For girls this is the period of most rapid adolescent growth. Menstruation occurs most often toward the end of this year. Initial periods may be irregular in occurrence.

Sex is really interesting to a twelve-year-old, and he tends to think of it as dirty. However, he wants accurate information.

He is becoming more aware of his appearance and what the crowd wears and rarely goes against the crowd.

Emotionally he is "smoothing out," and on the whole will listen to reason. Anger, however, is not under good control for many.

He likes double meanings and seems to spot them with, or without, the least provocation.

When controls are too rigid or he is expected to do something he does not understand, the negative side of the seventh grader may come to the fore.

Much shifting of interest from one friend to another is noticed. Usually it is common knowledge among a group which boy likes which girl and vice versa. Most boys still prefer boy friends, however.

Most want to be part of the group and are heavily ruled by group pressure. Also, they enjoy "fooling around" and "sitting around" while life just happens to them.

They tend to like their teachers and to admire the teacher who holds them in line, and demands much of them.

Many still love tales of adventure and are partial to those which combine facts and fancy. Some are beginning to enjoy lighter adult books where human drama unfolds.

GOALS FOR THE SEVENTH GRADE SOCIAL LIVING PUPILS OF
RIALTO JUNIOR HIGH SCHOOL

1. To learn the fundamental skills necessary to observe, listen, read, speak, and write with purpose and appreciation.
2. To develop and maintain abundant physical and mental health.
3. To develop an understanding of the democratic way of life and the benefits derived through individual freedoms.
4. To initiate educational experiences which contribute to personality and character development and to develop respect for other persons and their rights and to grow in ethical insight.
5. To initiate appropriate experiences and understandings as foundations for successful home and family life.
6. To learn about natural and physical environment and its effect on life, and to have opportunities for using the scientific approach in the solution of problems.
7. To be participating citizens of their schools and their community with increasing orientation to adult citizenship.
8. To develop a sense of values of material things and rights of ownership.
9. To explore their own interests and aptitudes and to have experiences basic to occupational proficiency.
10. To have a variety of socially acceptable and personally satisfying leisure-time activities which contribute to personal growth and development in wholesome group relationship.
11. To develop respect for adults and their parents without unnecessary dependence upon them.

PART I

ORIENTATION

Whenever a student begins a new educational experience, he spends part of his time getting his bearings, learning what is expected of him and what resources are available to him. This experience is called "orientation."

Every school has an orientation program, whether it realizes it or not. What is called an "Orientation Program," with capital letters, is a conscious effort to improve the processes of orientation already functioning.

It is important for the students of Rialto Junior High School to become acquainted with other members of their Social Living group as well as becoming familiar with the school. The following list of "get acquainted" activities may be found to be useful.

1. Prepare large name tags for each member of the Social Living class that can be read across the room. Have each member wear one during the first few days.
2. Have each member rise and give his name, or let him write it on the board and pronounce it, especially if it is an unusual one. If there is sufficient time, have each student mention the school from which he came, the most interesting feature about it or in it, and other items which the group may decide upon. Having each student give his own name may not be as efficient as the teacher giving it, but it adds to personal interest and appeal.
3. Have one half the members stand and the other half progress around in order. Each individual joins the end of the line when he completes his introduction. In the conversation the members tell each other their names, where they came from, their former schools, how long they were there, where they were born, their ages, addresses, and other similar information. A variation, requiring

slightly more time, is for each one to introduce the member "progressing" to the one standing next to him.

4. Have each member of the class introduce himself and write his name on the blackboard so that all the group can see as well as hear it. When all have introduced themselves, ask each member in turn to rise and have the other members identify him. Call the members in irregular order and place, as each rises, a number on the blackboard. Have members of the class write down on a sheet of paper the number and opposite it the name of the person standing. When all have been identified, the members exchange papers and correct them according to the "key" which the teacher reads. Mistakes are corrected by reintroducing those members who have not been properly identified.
5. Discover, by asking, the main interests of the Social Living group and write down on the board a half dozen or so of the most commonly mentioned ones. Group the members of the class according to these. Assign half of the groups to corners or positions about the room, and then send one of the unlocated groups to each of these. Allow two or three minutes for the groups to become acquainted. Later the groups change and the process is repeated. After these two sets of groups become acquainted, the located and unlocated groups become acquainted each within itself in similar manner.
6. It is important that the new student learn the names of his teachers and the administration as soon as possible. An appropriate program may be built by discussing the following questions:
 - a. Why should a new student of Rialto Junior High School learn the names of his teachers and the administrators as soon as possible?
 - b. Write down the names of your teachers. Are their names spelled correctly?
 - c. What are the names of the following?

- (1) Principal
- (2) Dean of Boys
- (3) Dean of Girls
- (4) Seventh grade Counselor
- (5) School nurse

- d. How would knowing the names of these help you?
- e. How should each of these be addressed in conversation? Why?
- f. Why can you call each of these your "older school friends"?

7. Have the students plan a bulletin board display entitled "Let's Get Acquainted With Our Teachers," featuring pictures of your present teachers and giving some information about them. You may be able to include such items as the home town or state of the teacher, the colleges he attended, his hobbies, his family, and his achievements other than teaching. Or arrange the bulletin board with some such title as "Honor Roll of Teachers" and place on it newspaper and magazine articles concerning outstanding teachers and their contributions to young people.

8. During the first few days of school the students will be puzzled by the new policies and procedures of junior high school. It might prove advantageous to draw up a mass checklist of problem areas and have the students check those areas about which they would like more information. Your checklist might include such topics as:

- a. Corridor and campus regulations
- b. Report cards
- c. Athletics (eligibility for seventh graders)
- d. Departmentalization of subjects other than Social Living
- e. School hours
- f. Clubs and activities (those which include seventh graders)

- g. Lockers and fees
- h. New subjects
- i. Gym equipment
- j. Student government (See RJHS Student Handbook)
- k. Absences, excuses, and tardiness
- l. Homework
- m. Study skills
- n. Guidance services

9. Reports can be used to relate situations involving orientation. There are numerous topics for pupils to choose from. Here are a few that could be adapted to your individual class orientation program:

- a. "Some New Responsibilities as a Seventh Grader at Rialto Junior High School"
- b. "What I Want to Know About Rialto Junior High"
- c. "My Future School Plans"

12. Divide your class into inspection parties as follows:

10. On one of the very first days of class it may be beneficial to take the pupils on a tour of the campus. It may be possible to let volunteers survey and report on the various parts. Reference to the RJHS Student Handbook will aid in locating the various buildings. It would be good to point out each building on the students' individual maps as you locate them. The location of the following facilities and rooms would probably prove quite helpful:

- a. Restrooms
- b. Offices (particularly attendance and nurse's office)
- c. "Cafetorium"

- (1) Schedule and procedures
- (2) Rules of conduct
- (3) Suggested activities
 - (a) Bulletin board display showing well-balanced lunch
 - (b) Informal discussion of lunchroom problems
 - (c) Good eating habits checklist
- d. Class locations
- e. Bicycle parking
- f. Snack bar (regulations)
- g. Bus loading zone (regulations)

11. The functions and duties of a school counselor will be new to most seventh graders at Rialto Junior High School. Therefore, perhaps the second week of school, it may be helpful to invite the seventh grade counselor to speak briefly to the group relating his functions, duties, and responsibilities. A day or two before his visitation, it may be wise for the group to decide or organize certain questions to ask the counselor.

12. Divide your class into ten inspection committees as follows:

- | | |
|----------------------|--------------------|
| a. School playground | f. Lunchroom |
| b. Gym | g. Windows |
| c. Auditorium | h. Lockers |
| d. Halls | i. Boys' restroom |
| e. Library | j. Girls' restroom |

Have the members of each committee meet and elect a chairman. Make plans for them to inspect the part of the school to which they have been assigned, after they have decided what to look for. They can report their findings to their chairman--the good things they saw and conditions which needed

improvement. The chairman can report the findings and plans to the class.

13. Select a committee to plan and write an article for your school newspaper on "The School Belongs to All of Us." Include some of the findings of the committees in the article.

14. Have the pupils make a series of posters which will cause their schoolmates to take pride in their school.

15. Have your class organize into a club. They can draw up a constitution, appoint committees to investigate conditions of the school grounds, conditions of classroom desks and chairs, or take charge of the bulletin board. Take up business such as planning a safety campaign, a clean-up campaign, or a picnic. Let them learn the correct parliamentary procedure to be used during the meetings.

16. Survey existing clubs and organizations. Have a bulletin board display showing snapshots of different activities, such as a scene from a recent school play, a student council meeting, etc. Have representatives from each club speak briefly to the class about activities of the club. Have the representative include the following:

a. How to join

b. Planning a club program

c. Purposes and activities of each club or organization

d. How to take part

e. After-school activities: athletic teams, school newspaper, orchestra, etc.

SUGGESTED READINGS FOR STUDENTS

Bellmar, Fred R. (ed.). About Growing Up. Chicago:
National Forum Foundation, 1956. Pp. 11-23.

Clark, Robinson. Making the Most of School and Life. New
York: The Macmillan Company, 1952. Pp. 51-63.

Gregor, Arthur. Time Out for Youth. New York: The Mac-
millan Company, 1957. Pp. 61-70.

PART II

ADJUSTMENT TO SCHOOL

No one is in a more strategic position to note poor adjustment on the part of students than the teacher of Social Living. Pupils can be prepared in the seventh grade Social Living program for the many important decisions which they must make relative to this area. The importance of this area is indicated by the realization that the teachers and students recognize this as the most common problem of all areas of the MPCL.

1. As early as possible during the first semester, a "get-acquainted" conference should be scheduled with each new seventh grade student. The main purpose of these conferences is to discover whether there is any way of giving assistance to the pupil which might result in better adjustment for him or a better relationship between him and the school. Each pupil is encouraged to seek his counselor whenever he wishes to discuss his program or discuss a personal problem. As a Social Living teacher you may wish to call certain students to the attention of the counselor. Students who may appear to be emotionally upset, rejected by other students, or who are having academic problems would be the most likely student for referral at this time.
2. Divide your class into groups. Let the members of each group choose one of the following suggestions and present their work to the class:
 - a. Plan and present a skit in which you show the right and wrong way to behave in your arithmetic class.
 - b. The moods of pupils can affect teachers and the moods of teachers can affect pupils. Dramatize a classroom scene in which you demonstrate this. Show the effects of both bad and good moods on the part of the teacher and the pupils.

c. Hold round-table discussions in which you discuss each of the following:

- (1) How can you cooperate with your teacher so it will be easier for all of you to learn?
- (2) The children and the teacher, not a beautiful building and fine equipment, make it easy to learn.
- (3) How strict should your teacher be, and why?
- (4) Who should be more responsible for good discipline in the classroom, the teacher or the pupils?

3. Have a committee make a list of all the school activities that members of your seventh grade Social Living class can do just for fun. Have them find out in how many of these activities each member of the class participates. If there are a few activities on the list in which no one participates, it will be interesting to find out more about them. Have the committee invite the sponsor of the activity, or the president, to talk to your class about it.

4. Through assigned or voluntary writing projects, seventh grade pupils often suggest not only personal problems but difficulties in social or educational areas. This device also has the advantage of revealing attitudes and values which are indicative of personal conflicts. The term creative writing includes not only assigned compositions on various topics, but the use of the unfinished sentence or story. The unfinished story, wherein the pupil completes a short anecdote, offers unusual creative possibilities by establishing a fictional situation comparable to local circumstances. Two unfinished stories are illustrated below:

a. Jim is a nice kid. Almost everybody likes him. One day he was sitting in a booth at the drug store having a friendly soda with some guys and gals when his favorite teacher came in. What do you think he did?

- b. Elsie is one of those people that everyone knows he should be nice to, but somehow she doesn't belong. She wears funny clothes, maybe, or she doesn't seem to know what fun is. One day a gang of boys and girls who know each other and have fun together were "headed" for the "joint" to have cokes. Elsie happened to be on the sidewalk almost to the "joint." As the group came up, she said, "Hello, where are you going?" Obviously she wanted to go, too.

What did Jim say to her?

What would you have said if you had been there?

5. Topics such as "What I Am Afraid Of" and "What I Wish I Were" can illustrate many feelings of the pupils. This type of writing can be very effective in a class where a permissive climate has been developed.
6. Discuss ways of helping new students become adjusted to Rialto Junior High School and to belong to a Social Living class. You may want to have a committee appointed to see that a certain person is assigned to welcome and escort each new student who enters the class during the year. This person should be responsible for making the newcomer feel at home by introducing him to teachers and other students and by telling him of the extracurricular activities, the courses offered, the rules and regulations of the school, the locations of the rooms, and other important facts.
7. Have the students list the factors in their school environment which they feel have helped them most.

SUGGESTED READINGS FOR STUDENTS

Bockner, Ruth. Growing Your Own Way. New York: Abelard-Schuman, 1959. Pp. 159-170.

Detjen, Mary. So You're in High School. New York: McGraw-Hill Book Company, Inc., 1958.

Scott, Judith Unger. Pattern for Personality. Philadelphia: Macrae Smith Company, 1951. Pp. 70-72, 79-108.

Shacter, Helen, and W. W. Bauer. You and Others. Chicago: Scott, Foresman, and Company, 1954. Pp. 152-202.

PART III

ACADEMIC SUCCESS

The MPCL revealed that many seventh graders were greatly concerned and troubled over low academic marks. Grades are a basic element in our present educational system and deserve attention on the part of both teachers and students.

1. Every textbook includes a number of devices or items designated to help the student get his lessons more easily and better. Before any regular lesson material is assigned or studied, the teacher should take plenty of time to acquaint her students with the textbook itself. A logical way of introducing this study is to ask the students to suggest all of the things they can that have been put into the textbook to help them get their lessons. This list will include such items as the following:
 - a. Table of contents
 - b. Index
 - c. Pronouncing vocabulary
 - d. Pictures
 - e. Appendix
 - f. Paragraph headings

After the list has been completed, the purpose, importance, and possibility of utilization of each item should be discussed and illustrated. Actual practice in the use of such items as table of contents, index, appendix, paragraph headings, etc., will be highly beneficial to all students.

2. A careful, logical, and sympathetic explanation of the principles of marking, with an opportunity for free student discussion, should be profitable to both teachers and students. Such a discussion will help to build a sensible and proper mind set toward subjects and teachers in particular, and toward education in general. Questions such as the following are suitable for discussion:
 - a. Why should a student be marked in the various subjects?

- b. What would probably happen if there were no school marks? Why?
 - c. Make a list of the things that should determine marks.
 - d. What is the relation of marks to possible future vocation?
 - e. Is a student harmed by getting a higher mark than he deserves? Lower? How?
3. While a general discussion of school marks may help the student (and teacher, too), a detailed analysis and discussion of the individual student's marks, especially the low marks, will probably be even more beneficial to him. This analysis may be made by asking each student to write down all of the possible reasons for explanations for his lowest mark. If he has several low marks, he should work first on only one in order to see the problem clearly and completely. Later he may analyze his other marks in the same manner.

After the student writes out his reasons on a sheet of paper, he thinks seriously about each one and crosses out those which appear to be the least logical and justifiable. The remaining reasons may then be discussed by the entire group. In order to avoid personalities, the papers may be collected or exchanged. Many of the reasons listed will be quite similar, and these may be grouped or classified and discussed at one time. In but few instances, after such a discussion, will the student be able to blame the teacher for his low mark. Naturally, the emphasis should be on a careful and fair diagnosis that will help to prevent a low mark the next time.

4. Another device is to have the students check their reasons for their low marks on a mimeographed sheet. Between reports the class may discuss the entire list of reasons. The following are suggestive of such a list:

a. Poor sight, hearing, teeth, etc.

- b. Undernourishment, illness
 - c. Ineffective study habits
 - d. Lack of attentiveness
 - e. Loss of sleep
 - f. Lack of adequate preparation
 - g. Irregular attendance
 - h. Outside work and activities
 - i. Lack of parental interest
 - j. Carelessness in work
 - k. Poor study surroundings
 - l. Too much radio, automobile, etc.
 - m. Lack of personal confidence
 - n. Dislike for the teacher
 - o. Trouble with parents, friends
 - p. Making trouble in class
 - q. Too heavy a schedule
 - 10. Have the student make a list of these and try to find out why they are doing this.
r. Dawdling, daydreaming
 - s. Too many extracurricular affairs
 - t. Failure to ask for help
5. Have your class hold a debate on the value of effort and citizenship marks given on the seventh grade report cards.
6. The marks made by all the members of a Social Living class can be combined into a graph on the black-board or posted on the room's bulletin board. A general graph showing high and low places without mentioning individual names may be helpful.

7. An "Honor Roll," including one-fourth or one-half of the class in order of rank, may be posted permanently as a sort of "individual batting average."
8. A logical way to begin the discussions on learning is to show the importance of right habits, that these are basic to school, or to any other success. A second logical step is personal and individual diagnosis, perhaps in the form of the principles involved. These should, to some extent, result in the improvement of good learning habits.
9. Plan a panel discussion on the value of homework. Invite one or more of the teachers to participate by explaining the reasons for homework, the kind of homework that is most helpful in learning certain subjects, and the best ways of handling long-range assignments of book reports, themes, and special projects. It may be helpful to prepare for this discussion by first getting the class viewpoint on homework and using it as a basis for the student side of the panel. This can be done by use of a questionnaire to determine how much time is spent on homework each evening, what type of homework seems to be most helpful, what home study conditions present the biggest problems, and what help students would like from teachers.
10. Have the student analyze the conditions under which he works and what he actually does when he works. This may be accomplished by the use of a list of appropriate questions. Many of them may be mimeographed and given to each member or, if this is not feasible, they may be written on the board, each student responding by writing the numbers and his answers on a sheet of paper. These should be explained fully by the teacher and discussed by the group. A few questions will illustrate. More may be suggested by any set of "learning helps." Working out such a questionnaire under the leadership of a special committee is a fine project for almost any Social Living group.
 - a. Do you really want to learn?
 - b. Do you have a definite purpose in mind when you are studying?

- c. Do you have a regular place in which to study?
 - d. Do you have all of your material at hand, ready before beginning?
 - e. Do you begin immediately, without worrying about beginning?
 - f. Do you allow interruptions to interfere with your study?
 - g. When you learn, do you intend to learn for always?
 - h. When you read a paragraph, do you review, in your own mind, the main idea?
 - i. Do you always make use of textbook aids and helps?
 - j. When you have read a paragraph, do you review, in your mind, the main idea?
 - k. Do you read and reread the paragraph, paragraph headings, or marginal notes?
 - l. Do you summarize the main points of your lesson in your head or on paper?
 - m. Do you skip something which bothers you?
 - n. Do you verify or check your answer after you have worked a problem?
 - o. Do you make note of or bring to class any troubles or difficulties that you may have?
11. Have the students make a check of their own personal study habits at home. Using a chart with a column for good habits and one for poor habits, have the students list the desirable and the undesirable features of the place where they study, the time they spend in getting started, the way they stick to the job, and the techniques they use.
12. Because no two subjects are studied exactly alike, specialized helps may be developed for each indi-

vidual subject. For instance, "Suggestions for Students Studying Spelling" may serve as a title for a booklet designed and formulated by the students themselves.

13. Have the members of your seventh grade Social Living class report to the class about a successful method they used when studying one of the following:

- | | |
|------------------------|--|
| a. Arithmetic | g. An oral report |
| b. History | h. Use of the card catalog in your library |
| c. Parts of speech | i. Experiment in science |
| d. A poem to recite | j. Piano lesson |
| e. Your part in a play | k. Writing a composition |
| f. Spelling | |

14. Let the students read all the books and pamphlets they can find on the subject of writing. Have them organize the points they consider important and then have them write an article on "How to Write Better." Have the students share with other members of the class any good new methods they may have discovered for writing compositions and special reports.

15. Check your seventh grade Social Living students on their ability to concentrate. Time them while they read a written article. Ask them questions concerning the important facts. Did they remember the important facts and leave out the trivial points?

16. Maybe your Social Living class will want to try writing a test. What things should they think about?

17. Let all the class members write on unsigned slips of paper the average amount of time they study each day. Several of the students can show the results of this survey on the blackboard.

SUGGESTED READINGS FOR STUDENTS

- Brown, Howard E. This Is the Way to Study. Chicago: J. B. Lippincott Company, 1955.
- Clark, Robinson. Making the Most of School and Life. New York: Macmillan Company, 1952. Pp. 64-114.
- Fedder, Ruth. You, The Person You Want to Be. New York: McGraw-Hill Book Company, Inc., 1957. Pp. 201-214.
- Gregor, Arthur. Time Out for Youth. New York: Macmillan Company, 1957. Pp. 81-102.
- Robinson, Francis P. Effective Study. New York: Harper and Brothers, 1961.
- Scott, Judith Unger. Pattern for Personality. Philadelphia: Macrae Smith Company, 1951. Pp. 65-69, 73-78.

EDUCATIONAL FILMS

- Facing the Test. 1961. B&W--30 Min. Grades 7-12.
Presents information about standardized tests before students take such tests. The story is told from the point-of-view of the average teen-ager.
- Finding Information. 1962. Color--11 Min. Grades 4-8.
Gives an awareness of the process of learning and problem solving, and the pleasure that comes with learning.
- How Effective Is Your Reading? 1951. Color--11 Min. Grades 7-12.
Intended to help improve reading habits for faster reading and for better comprehension.
- How to Study. 1963. Color--11 Min. Grades 7-12.
Encourages students to develop study skills which will enable them to do more work in less time with less effort.
- How to Succeed in School. 1959. B&W--11 Min. Grades 7-12.
Presents a discussion of the attitude and study skills that will help the student succeed in school.

How to Take a Test. 1959. B&W--11 Min. Grades 7-12.

Shows students how to prepare for and take tests in school.

Many students find it difficult to prepare for tests. However, there are many ways to prepare for tests. First, students should read the material carefully and thoroughly. They should also make notes on the material. This will help them to remember the material. Second, students should practice taking tests. They should take tests on a regular basis. This will help them to become accustomed to the format of the tests. Third, students should ask for help if they need it. They should ask their teacher or a classmate for help. This will help them to understand the material better. Finally, students should stay calm when taking tests. They should not panic. They should take their time and answer the questions carefully.

There are many ways to prepare for tests. They are: 1. Read the material carefully and thoroughly. 2. Make notes on the material. 3. Practice taking tests. 4. Ask for help if you need it. 5. Stay calm when taking tests. These are the five ways to prepare for tests. They are all very important. If you follow these five ways, you will be able to prepare for tests successfully.

1. The first way to prepare for tests is to read the material carefully and thoroughly. This will help you to understand the material better. You should also make notes on the material. This will help you to remember the material.
2. The second way to prepare for tests is to practice taking tests. You should take tests on a regular basis. This will help you to become accustomed to the format of the tests.
3. The third way to prepare for tests is to ask for help if you need it. You should ask your teacher or a classmate for help. This will help you to understand the material better.
4. The fourth way to prepare for tests is to stay calm when taking tests. You should not panic. You should take your time and answer the questions carefully.
5. The fifth way to prepare for tests is to stay motivated. You should keep reminding yourself of the importance of the tests. This will help you to stay motivated and to prepare for the tests successfully.

PART IV

VOCATIONAL GUIDANCE

Vocational guidance is necessitated by the rapid economic and sociological changes of our modern society. However, the seventh grade Social Living program is not as greatly concerned with this area as in the eighth and especially the ninth grade program. The vocations unit in ninth grade civics class is thoroughly equipped to function effectively in giving and promoting vocational guidance. According to the MPCL, relatively few students or teachers considered this area as a primary need.

Teachers should feel free to initiate those activities they feel necessary to meet the needs of their particular group relating to vocational guidance. A great many methods and a wide variety of materials can be used in instructing the students in this area. Field trips, educational films, readings, resource people, scrapbooks, biographies, interest clubs, and publications of various types are commonly used.

1. The emphasis is to be placed upon the realization of the many vocation fields, not the selection of one of these areas. Such a unit may be based on such ideas as these:
 - a. Make a list of occupations which are carried on to satisfy other people's needs. Tell how each is necessary.
 - b. Illustrate with articles from newspapers and magazines how we are dependent upon the work of others.
 - c. What would happen in our community (Rialto) if the supply of food from the outside were cut off for ten days?
 - d. List all the reasons you can why people depend upon one another and work together.
 - e. Make a list of the things which people of Rialto own for common use.

- f. What are the advantages of having a government-owned post office?
 - g. Suggest other public utilities whose ownership by the government might be vocationally advantageous to the people.
2. On the blackboard, make a list of all the habits and skills needed when you are working for someone, such as being diligent, being on time, and knowing how to carry out plans.
3. Have your pupils ask their father, brother, or friend to name some of the skills they need to carry on their job. Then they can report their conversation to the class.
4. List the following occupations on the board and let the class determine which occupations require working with ideas, with things, with people. Do they find that most occupations require some of all three types of ability with most of the emphasis on one kind?

a. Social worker	i. Engineer
b. Baker	j. Janitor
c. Truck driver	k. Butcher
d. Doctor	l. Dressmaker
e. Laboratory technician	m. Architect
f. Store clerk	n. Lawyer
g. Teacher	o. Farmer
h. Salesman	p. Policeman
5. If the teacher of Social Living feels a need among his seventh grade students for extensive vocational study, he might ask the students to start their own "Career Book." It could be started in seventh grade and be added to from year to year as he goes

through junior high school. The title could be something on the order of "My Career Book." The design for each career book should be as individual as possible.

The following suggestions for the contents of a career book serve a dual purpose: they present a brief outline for a course of study in vocational guidance at this grade level, and they illustrate how the table of contents may be arranged.

SEVENTH GRADE CAREER BOOK TABLE OF CONTENTS

- I. What my school expects of me
- II. Rules and regulations of the school
- III. Relationship of school to work
- IV. How I spend my time on a typical school day
(The teacher could mimeograph time charts on which the student can fill in his record of activities for a typical school day from the time he gets up until he retires at night. These could then be inserted into the career book.)
- V. Improving study habits
 - A. How to plan my study time
 - B. A desirable place to study
 - C. Learning how to concentrate
 - D. Preparing for examinations
- VI. Standards of success
 - A. In school
 - B. In vocational life
 - C. As a citizen
- VII. Personality and character traits found in successful workers

- VIII. Some outstanding workers in our community and why they are successful
- IX. Some of the chief industries, businesses, and professions in Rialto
6. Hold an open discussion of some of the financial problems of teen-agers.
- a. What do you consider a reasonable weekly allowance for a person of your age? What factors should be considered in determining a fair amount for an allowance? Why do allowances necessarily differ in amount?
 - b. What are the chief items of expense in a young person's budget? How much does the average teen-ager spend for books, lunches, supplies, transportation, tickets to school events, school publications, clothing, and recreation? What are some luxury items which could be eliminated by a student who is on a limited budget?
 - c. Using the amount of a typical junior high school allowance, plan a budget that will provide for saving some money each week.
 - d. What are some ways of supplementing an allowance that is too small?
7. Have your Social Living pupils make a list of all the kinds of part-time work done by junior high school students whom they know. List the jobs in two columns, one headed "Boys" and the other "Girls."
8. Have volunteers from your Social Living class check the classified section of the Rialto telephone directory to find names of employers who might be able to hire some members of the class for special holiday, vacation, weekend, and afternoon jobs. These volunteers could interview these employers about job possibilities and report to the class. Other members may visit the local chamber of commerce and the nearest state employment office

to get information about job opportunities for young persons in the community.

9. Have your students choose a particular vocation with which they are familiar. What kind of person may be successful in it?

SUGGESTED READINGS FOR STUDENTS

- Clark, Robinson. Making the Most of School and Life. New York: The Macmillan Company, 1952. Pp. 393-453.
- Fedder, Ruth. You, The Person You Want to Be. New York: McGraw-Hill Book Company, Inc., 1957. Pp. 169-191.
- McKown, Harry C. A Boy Grows Up. New York: McGraw-Hill Book Company, Inc., 1949. Pp. 217-260.
- Munzer, Martha. Unusual Careers. New York: Alfred A. Knopf, 1962.
- Neal, Harry. Pathfinders U. S. A.; Your Career on Land, Sea, and Air. New York: Julian Messner, Inc., 1957.
- Scott, Judith Unger. Pattern for Personality. Philadelphia: Macrae Smith Company, 1951. Pp. 169-191.
- Swor, Chester E. The Teen-Age Slant. Nashville: Broadman Press, 1963. Pp. 39-42.
- Westervelt, Virginia Veeder. Choosing a Career in a Changing World. New York: Rees Press, 1959.

EDUCATIONAL FILMS

- How to Keep a Job. 1950. B&W--11 Min. Grades 7-12. Points out that job success means getting along with fellow-workers, conduct of work, attitude toward the company and other factors.

PART V

RELATIONS WITH OTHERS

The activities in the "Relations With Others" unit are intended to deal, in the framework of the Social Living Course, with those issues that perplex and disturb typical seventh grade students in this area.

The MPCL indicated that many students were concerned over family relationship. Therefore, several activities are aimed toward making more harmonious relationships within the family. Other activities are intended to create better understandings of peers, adults, and teachers.

1. Have a class committee invite two mothers from their neighborhood to discuss family-living with their Social Living class. If the committee can find two fathers who have the time to come to school, invite them also.
2. Let the class compile a list of "sore points" with parents. See which are common problems to the seventh grade students in your Social Living class. Discuss the problems with them and see what can be done about them.
3. Arrange for a Parent-Student round-table on "What Parents Expect of Us." "What We Expect of Parents."
4. Have the members of your class talk to their parents about the good times they had when they were in junior high school. Compare their activities with the things the class members are doing now. Have the students note the similarities in the activities (sports, dating, dancing, outings).
5. Have the class think of some situations which are likely to cause misunderstandings in the home. Without any previous rehearsing, dramatize a typical family scene around each situation, using certain students to play the roles of parents and

of children. You may add variety by having one group of actors portray a scene in which a teen-ager tries to win a point by raving, shouting, or crying and by having another group repeat the same scene using a calm, reasonable approach. Let one group of actors show how the family council can be used to solve problems in the home.

6. Divide your class into groups to hold round-table discussions on Home Responsibilities. Each group may elect a leader who will introduce each speaker in his group and who will summarize his group's discussion. Call for comments from your audience. Each group member may choose and give opinions and personal experiences about one of the following subjects. (You may add to these subjects.)
 - a. Care of my home--my room, bathroom, basement, furniture
 - b. Jobs at home--dishes, mowing lawn, sweeping
 - c. Family manners at home--at mealtime, about newspaper and radio
 - d. How home tasks develop my skills
7. Have the students think of some occasion in their own experience when it was important to be able to do the right thing at the right time. Then have the students write a short story, draw a sketch, make a limerick, or clip a cartoon from a newspaper or a magazine to illustrate some such title as "Good Manners Make a Difference." Place the items on the bulletin board.
8. Have the members of the class describe a situation in which they or someone they know was uncomfortable because of not being sure of the correct way to act. Ask the group to discuss the problem and decide what would have been the proper thing to do under the circumstances.
9. Plan a skit called "Act Your Age," showing manners of teen-agers in the school cafeteria, the halls, the

auditorium, and the classroom. Emphasize the difference in behavior of those who are socially mature and those who act younger than they really are.

10. Let each member of the class write on an unsigned slip of paper a friendship problem that he would like to have considered by the class. Choose from among the group a moderator and several panel members to discuss the problem.
11. Have students of the class draw cartoons labeled "Why do they act like that?" In each, illustrate some form of unsocial or unacceptable behavior which causes people to be left alone. Or make pairs of cartoons labeled "This"--"Not This," showing ways to make and to lose friends. Display the cartoons on the bulletin board and discuss possible reasons for the behavior depicted.
12. The boys may get together in a group and agree on a list of characteristics which they like most in the girls they date and also some of the characteristics which they most dislike. The girls may also get together to make a combined list of traits which they most admire in the boys they date and a list of the traits they most dislike. The lists may be posted and used for a class discussion.
13. Have the students prepare a skit about a student who is lonely and left out of everything but who finds his place in a Social Living group.
14. Divide the class into small groups according to the hobbies or special interests of the members. The groups may be made up of those who prefer sports, music, collecting, creative activities, games, and other hobbies. They may meet separately to read, discuss, and exchange ideas. Then each group may plan an exhibit, skit, or demonstration to be given as part of a combined program. Students from other classes, teachers, or people in the community may be invited to take part in the program by describing or demonstrating some unusual hobby.

15. Divide your Social Living group into several committees and let each committee select one of the following topics:

- a. Conduct in movies
- b. Conduct on buses
- c. Conduct on public and school property
- d. Conduct at a game or school play
- e. Conduct in church
- f. Conduct in a restaurant
- g. Conduct in the school halls and lunchrooms
- h. Conduct in the classrooms

Let the students prepare codes of conduct for these places to be discussed in class.

16. Have your class decide on a list of topics about which they want to learn the correct rules of etiquette. Divide the class into groups, letting each group select one of the topics from the list. They will be responsible for looking up the rules of etiquette on it and for demonstrating the practices before the class. It might be a good idea for each group to organize the demonstration so as to include every step of correct practice needed in that situation. For example, if their topic is A School Dance, they might include these steps:

- a. Calling for the girl at her home
- b. Introduction to her parents
- c. Handling the girl's wraps
- d. Leaving the girl's home
- e. Courtesy to the dance chaperones
- f. How a boy asks for a dance

- g. How a girl accepts or declines a dance
- h. Procedure when each dance number ends
- i. Correct dancing position
- j. Cliques at the dance
- k. Polite departure from the dance
- l. Polite departure from the girl's home

In the practice of table manners, group members might pantomime the dos and don'ts of correct table etiquette while one person acts as narrator.

- 17. Appoint a committee to go to the library and select stories dealing with honesty. Have individuals read these stories and report to the class on them. Discuss them.
- 18. Let pupils give examples of conduct which they have seen lately at the movies, on the bus, at a game, in their classes, and in various activities at school which they believed "clicked" with the public. Give examples of conduct that didn't "click."
- 19. As your Social Living students go from class to class during the entire day, have them notice the reasons for which teachers have to reprimand classes or individuals. Make a list of these causes of pupil-teacher friction and think of some ways of eliminating them.
- 20. Have the students think of a classroom which they consider to be pleasant and interesting. Have the students analyze the parts which both the teacher and the students play in creating this atmosphere. Discuss the part played by pupil-teacher relationships.
- 21. Have the students make one list of the characteristics pupils like in teachers, and another list of

those that teachers like in pupils. Discuss those characteristics appearing in both lists.

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- Shacter, Helen, and W. W. Bauer. You and Others. Chicago: Scott, Foresman, and Company, 1954. Pp. 6-149.
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EDUCATIONAL FILMS

- Dating Do's and Don'ts. 1950. B&W--13 Min. Grades 7-12.
Shows the progress of an idealized date, from the idea, asking and accepting, to the date itself and the final good night.

Developing Friendships. 1950. B&W--11 Min. Grades 7-12.

Tells why it is important that young people understand and appreciate "friends" and understand how real friendships are developed and maintained.

Everyday Courtesy. 1948. Color--11 Min. Grades 4-8.

Shows that such supposed formalities as invitations, replies, telephone manners, and introductions add to the friendliness and pleasure of other people.

Family Team Work. 1947. Color--16 Min. Grades 2-8.

Presents the story of a family working together on a farm. Shows the children helping in simple household tasks.

Going Steady. 1951. B&W--11 Min. Grades 7-12.

Examines "Going steady" by teen-agers as a normal step in the progress toward engagement and marriage, and brings out both the advantages and disadvantages.

House I Live In, The. 1946. B&W--11 Min. Grades 6-12.

Develops the theme of understanding religious and racial problems.

How Friendly Are You? 1952. B&W--11 Min. Grades 7-12.

Shows that the ways young people cultivate friends are often obscured by the artificial bonds of belonging to a clique or school "crowd."

Parents Are People Too. 1955. B&W--15 Min. Grades 7-12.

Tells why good understanding with parents is essential to the emotional health of teen-agers.

Sing a Song of Friendship. 1949. Color--20 Min. Grades 4-9.

Presents an excellent color film for inter-cultural relations.

The Snob. 1959. B&W--14 Min. Grades 7-12.

Presents the story of a teen-age girl and why her friends thought she was a snob.

You and Your Parents. 1950. B&W--14 Min. Grades 7-12.

Shows that the process of "growing away" from the family is a natural and normal one.

PART VI

UNDERSTANDING YOURSELF

Sometimes the strains of growing up are too great for the adolescent. He may develop problems that don't disappear, as many adolescent problems do, in the process of growing up. These problems may interfere with his healthy emotional development.

It is hoped that with activities designed to promote an understanding of one's own abilities and also limitations that the number of such problems will be reduced.

1. Have the students write a frank description of "I, Myself," giving a thoughtful analysis of their own personality traits as they see them, the circumstances in their background that have made them as they are, their feelings about those things most important to them.
2. Hold a group discussion in which everyone is encouraged to express his views on such questions as:
 - a. What is a good, all-round personality?
 - b. What are the main personality problems of most teen-agers?
 - c. What are some of the possible causes of attention-getting behavior in school? Do you think that the class show-off may really be expressing his need for friends, for achievement, or for a feeling of importance?
 - d. Some young people are constantly striking out at the world in general by bullying, fighting, quarreling, and destroying property. What are possible reasons for their feeling so belligerent?
 - e. Why do physical defects sometimes make persons shy, bitter, or cruel? What are the real personality needs of handicapped persons?

3. Invite the seventh grade counselor to speak to the class on some phase of personality development or mental health in which the group is especially interested.
4. Have each pupil interview three people outside the classroom, asking them to name the qualities that they think make a person popular. Tell them to list the qualities in the order of importance. Discuss the findings during your class period. List the most desirable qualities on the black-board.
5. Friendliness, a sense of humor, good sportsmanship, skill in a sport, a talent in music, and consideration of others are some qualities that help students to be popular. Separate your Social Living class into six groups (one for each of these qualities). Have them plan round-table discussions. In their discussions, have them tell how their quality helps to make people fit into the crowd. Give examples of how they have seen it work.
6. Posture can change the whole appearance of a person. Appoint four members of your class, two boys and two girls, to bring to class some new ideas on posture. Maybe they can talk to the P.E. teacher and learn some easy ways to stand and sit correctly. The girls could visit the Lynn Vera School of Dancing, a modeling school, 374 "F" Street, San Bernardino, California to obtain suggestions. The boys might talk with soldiers, policemen, or interview instructors of Police Science at San Bernardino Valley College, San Bernardino, California to learn how they are trained to stand and walk. Ask the four to bring back right and wrong examples of posture.
7. Arouse interest through questions: How many facts do you already know? With no attempt at guessing, have the students mark the following statements true or false. Use the questions as a basis of discussion for readings.

- a. _____ Girls, more than boys, are interested in dolls because they inherit the interest.
 - b. _____ The strongest boys are on the average the weakest mentally.
 - c. _____ Girls on the average are born smarter than boys.
 - d. _____ Only the weak are held back by their environment.
 - e. _____ Any child, if carefully trained from birth, can be trained to be a successful doctor, lawyer, engineer, or journalist.
 - f. _____ A mother dog trained to stand on her hind legs will have pups that can learn the trick even sooner than did the mother.
 - g. _____ If the tails of rats are cut off generation after generation, there will eventually be born rats without tails.
 - h. _____ If a woman improves her mind during the period of pregnancy, the child will be born with greater intellectual interests.
 - i. _____ A child's fear of snakes is inherited from his remote ancestors because they learned to fear them.
 - j. _____ Children of today are born with better minds than the children of five years ago.
8. Read the story of the Dionne quintuplets to your pupils and discuss the influence of heredity and environment in their personalities.
9. Invite a science teacher to speak to the group on one of the following topics:
- a. Mendel and his experiments
 - b. The inheritance of physical traits
 - c. Dominant and recessive traits

10. Listen to reports of children who have records of their "family tree." Encourage each pupil to gather as much information as possible from parents on family genealogy.
11. Discuss the following questions with your class:
 - a. All people of a given race, whether related or not, look much more alike than different. Why?
 - b. Select two people of a different race whom you know well and describe how they are alike.
 - c. Have the teacher display a photograph of a person whom he knows well. How closely can the class describe his: occupation, physical strength, general intelligence, social abilities?
12. Have the students use their immediate family (including cousins, if possible) as the subject of a chart showing color of eyes, left-handedness, or curly hair.
13. Use such personalities as Theodore Roosevelt or Helen Keller to illustrate the influence of environment.
14. Have your students try to illustrate how some person of their acquaintance has overcome one of the following handicaps. (If you do not think any one of the items is a handicap, justify your judgment.)
 - a. Skin color
 - b. Height
 - c. Weight
 - d. Facial blemish
 - e. Features
 - f. Color of eyes or hair

g. Awkwardness

h. Speed of speech

15. Write a brief article for the school newspaper describing family characteristics which have been inherited in your family.
16. Select a person of your acquaintance and describe the opportunities in his environment which have contributed to his success.
17. After having the students answer the following questions, use them as a basis of discussion.

Directions: Place a "T" if you think the statement is true and "F" if you think it is false.

- a. _____ Heredity and environment have no effect after the individual becomes an adult.
- b. _____ If an expectant mother studies the piano, her child will be a musician.
- c. _____ From the standpoint of physical characteristics people are most nearly alike when they are infants.
- d. _____ Children in the city are more intelligent than children in the country.
- e. _____ A boy is a "chip off the old block."
- f. _____ If your father and mother are short and fat, you can do nothing to change this pattern of growth in yourself.
- g. _____ Some people are "born" criminals.
- h. _____ No two people are exactly alike.
- i. _____ It is possible to develop bad habits.
- j. _____ Children of well-educated parents are always intelligent.

- k. _____ A blue-eyed baby may be born to two brown-eyed parents.
- l. _____ Poor people always have a bad environment.
- m. _____ Most cases of baldness are due to heredity.
- n. _____ Children inherit more from their mothers than from their fathers.
- o. _____ If the tails of many generations of rats are cut short, it will be possible that all rats will be born with short tails.
- p. _____ Most artists were born of parents who were also artists.
- q. _____ No two people are exactly alike, unless they be identical twins.
- r. _____ The color of eyes is inherited.
- s. _____ A girl's mother has heart disease; therefore, the girl will eventually have heart disease.
- t. _____ Color-blind parents will have all color-blind children.

18. The outline that follows is included to provide suggestions to Social Living students who have not had experience in the use of writing autobiographies. It is not recommended that the outline be followed closely point by point, but rather that it be presented to students in mimeographed form or placed on the blackboard so that all may get an organized idea of some of the significant things they should cover. It may best be used as a sort of guide or checklist in preparation of the autobiography.

OUTLINE FOR STUDENT'S AUTOBIOGRAPHY

I. Early Life History

A. Date and place of your birth.

B. Your position in the family.

1. Do you live with your parents? If not, what is the reason?
2. Names of older brothers and sisters and their ages.
3. Names of younger brothers and sisters and their ages.

C. Name and place of birth of each of your parents.

D. Occupation of father; also of mother if she works outside the home.

E. Interesting facts about your "family tree," if you care to include them--family customs, unusual talents, special achievements, etc.

F. Religious background, if you feel it is significant.

G. Languages spoken in your home.

H. Early childhood memories--interests, playmates, accomplishments, unusual experiences, etc.

II. Health History

A. List any items which might affect your educational and vocational plans.

1. Height, weight, vision, hearing.
2. Any childhood diseases which may have had a lasting effect on you.
3. Any serious accidents which may have happened to you.
4. Any disabilities or handicaps you have; as, for example, color blindness, asthma, hay fever.
5. Any necessary health precautions you must observe.

III. School History

- A. Where did you first attend school? List all schools attended.
- B. Have you progressed regularly through school? Indicate any grades you "skipped" or repeated, along with reasons why.
- C. What subjects do you like best? Like least?
- D. What extracurricular activities do you like best? Participate in?
- E. What positions of leadership have you held in the schools you have attended?
- F. Mention any particularly significant school experiences you have had.

IV. Recreation and Leisure-time Interests

- A. Do you have a hobby? If so, describe it briefly.
- B. Are you a "collector"? If so, mention some of your activities in this connection.
- C. List any unusual vacation or travel experiences.
- D. Have you ever attended summer camp? If so, indicate type of camp and where it is located.
- E. Athletic interests: In what sports do you engage?
- F. Out-of-school organizations to which you belong; as, for example, churches, clubs, and organizations.
- G. Reading interests; books, magazines, newspapers, etc.
- H. Kinds of movies, shows, concerts, and games you attend.

V. Vocational Experiences, Interests, and Plans

- A. Indicate any work experience you have had.
- B. What types of work would you like best? Like least?
- C. For what vocation or field of work are you going to prepare?

VI. Personal Description

- A. Describe yourself as a person, as best you can.

- 1. Physical appearance and characteristics

- 2. Social interests and characteristics

- a. How do you get along with others?

- b. Do you prefer to be by yourself or others most of the time?

- c. Are you popular or unpopular with your classmates? Give reasons.

- B. What is your "philosophy of life"? What values of life do you consider to be most worthwhile?

- C. Are you happy or unhappy most of the time? Explain.

- D. What special talents do you have? How do you plan to use them?

- E. In what ways do you feel the school may be of most help to you, in addition to assisting you to achieve academically in accordance with your ability level?

SUGGESTED READINGS FOR STUDENTS

- Bailand, Virginia. Ways to Improve Your Personality. New York: McGraw-Hill Book Company, Inc., 1951.
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EDUCATIONAL FILMS

Act Your Age. 1949. Color--14 Min. Grades 7-12.

Offers a method of self-evaluation to help overcome the social handicaps that come with the inability to grow up.

Are You Popular? 1958. Color--11 Min. Grades 7-12.

Presents Caroline and Wally who are popular and welcome in any group. Their examples are a helpful guide to the personal and social problems faced by teen-agers.

Better Use of Leisure Time. 1950. B&W--11 Min. Grades 7-12.

Serves as a helpful guide in developing a constructive attitude about leisure time.

Don't Be Afraid. 1953. Color--11 Min. Grades 4-8.

Presents a series of real-life situations in which children, with the help of understanding adults, learn to master their fears.

Don't Get Angry. 1953. Color--11 Min. Grades 4-8.

Explains anger as a natural emotion which cannot be entirely avoided, but which can be successfully managed when faced in a mature way.